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**NCEA Level 1 Media Studies**

**Conditions of Assessment**

**EXPIRED**

**General Information**

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| **Subject Reference** | Social Science Studies |
| **Domain** | Media Studies |
| **Level** | 1 |

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** | **90989 Media Studies 1.1**  |
| **Title** | Demonstrate understanding of how individuals interact with media |
| **Number of Credits** | 3 |
| **Version** | 2 |

**Prior Learning**

The assessment requires students to compare the patterns of media use of two individuals. It is expected previously gathered information will be used to compare the media use. This information may have been gathered by the students, provided by the teacher, or derived from other sources.

The information could be collected in a written media consumption log or as a blog, questionnaire survey, or recorded interview etc. The collected data could be processed into graphs or charts to show patterns of use.

**Good Assessment Practice**

Assessment against this standard should reflect approximately 30 hours of teaching and learning, in and out of the classroom (approximately 20 hours of class instruction and work). This includes the collection of information for use in the assessment.

The focus of the standard is the comparison of media patterns and this must be based on previously collected information.

**Approaches to Assessment**

Possible assessment contexts are:

* a written report or essay (approximately 600 words)
* orally in conference with the teacher or as a presentation to the class (5-10 minutes)
* a media presentation (e.g. spoken to camera 5-10 minutes)
* PowerPoint presentation or voice thread to the teacher or class (5-10 minutes)
* wiki (equivalent to 600 words with images/links).

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** | **90990 Media Studies 1.2**  |
| **Title** | Demonstrate understanding of selected elements of media text(s) |
| **Number of Credits** | 4 |
| **Version** | 2 |

**Prior Learning**

Students must be taught the language of the particular medium they are studying. They need to have an understanding of the constructed nature of media text and how different elements create an effect in media texts. Students should practise using the language of the medium while close reading a variety of media texts.

**Good Assessment Practice**

Assessment against this standard should reflect approximately 40 hours of teaching and learning and assessment, in and out of the classroom. The students should be allowed access to a list of the terms and definitions as this exercise is about applying these rather than a vocabulary test.

Students could create a formative portfolio of responses to a number of different texts, looking at one element at a time leading to a summative response that combines all the elements. These formative responses could contribute to achieved and merit grades only, as for excellence students must discuss elements in combination.

**Approaches to Assessment**

This assessment could follow a number of different close reading activities across a number of texts. It could be done as one unit of work early in the year, or could be distributed in sections of work throughout the year.

One effective approach to assessment would be for the student to identify an effect in the text (e.g. fear, humour) and then discuss how significant selected elements contribute to this effect.

Possible assessment contexts are:

* a seminar where students close read to the rest of the class an extract from a text they have previously selected with teacher direction (2 weeks of class time to prepare and 10 minutes to present)
* written in- or out-of-class assessment where students view/listen to/read a text or extract from a text and answer set questions, with a list of terms and definitions available (2 periods)
* PowerPoint presentation or voice thread to the teacher or class (5-10 minutes)
* wiki (equivalent to 600 words with text extract embedded)
* an annotated poster close reading 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** | **90993 Media Studies 1.5**  |
| **Title** | Produce a design and plan for a media product using a specified range of conventions |
| **Number of Credits** | 3 |
| **Version** | 2 |

**Prior Learning**

Students should be shown examples of the portfolio materials they are expected to complete before they begin this assessment. Students can work as individuals or in a group to produce a portfolio of design and pre-production planning materials.

**Good Assessment Practice**

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

Students can submit this assessment as a portfolio of 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 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.

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 should not exceed three students.

**Sufficiency**

The portfolio should include:

* a concept (the idea, a brief outline of the product, and a rationale in terms of your brief and how the product will appeal to/meet the expectations of the target audience)
* a treatment (details of how you will create the product outlined in your concept, including aspects of style and atmosphere, and how the conventions used will help the product appeal to/meet the expectations of the target audience).

In *moving image* production this may include but is not limited to: discussion of narrative, genre, characterisation, setting, mood, and technical elements such as lighting, sound and SFX.

In *print/web* productionthis may include but is not limited to: story structure(s), genre, angle, tone and technical elements such as font, layout, use of graphics, language choice, navigation, hyperlinks, illustrations.

In *radio* production this may include but is not limited to: genre, tone, choice of talent, structure and technical elements such as sound effects, music, voice breaks, station IDs, audience participation (phone-ins, outside broadcast etc), stings.

* 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** | **90994 Media Studies 1.6** |
| **Title** | Complete a media product from a design and plan using a specified range of conventions |
| **Number of Credits** | 6 |
| **Version** | 2 |

**Prior Learning**

Students should be shown examples of the type of product they are being expected to produce before they begin this assessment. They should also have the opportunity to practice with the technology they are being expected to use.

**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.

Students work as individuals or in a group to produce a media product. In group assessments, not all students 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 should not exceed three students.

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| **Achievement Standard Number** | **90995 Media Studies 1.7** |
| **Title** | Demonstrate understanding of rules that govern the media in New Zealand |
| **Number of Credits** | 3 |
| **Version** | 2 |

**Prior Learning**

The assessment requires students to demonstrate understanding of rules that govern the media in New Zealand.

**Good Assessment Practice**

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

As this could be an investigative study all care must be taken to ensure authenticity.

However this does not have to be an investigation and the teacher may provide the material.

**Assessment Contexts**

Possible assessment contexts are:

* a written report or essay (approximately 600 words)
* responding to case studies through a written, oral or audio-visual response (approx. 600 words)
* orally in conference with the teacher or as a presentation to the class (5-10 minutes)
* a media presentation (e.g. spoken to camera 5-10 minutes)
* PowerPoint presentation or voice thread to the teacher or class (5-10 minutes)
* wiki (equivalent to 600 words with images/links)
* as part of their production portfolio

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| **Achievement Standard Number** | **90996 Media Studies 1.8** |
| **Title** | Write media texts 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. They should also have the opportunity to practice writing similar texts.

**Good Assessment Practice**

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

**Sufficiency**

Students must write at least two short media texts. See Explanatory Note 2 of the standard for examples of appropriate media texts.