

Media Studies Standards

AS Number	Description	NZQA Conditions of Assessment	Put simply
<p>AS91253 (Level 2)</p>	<p>2.6 Complete a developed media product from a design and plan using a range of conventions. 6 credits</p>	<ul style="list-style-type: none"> <li>● 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).</li> <li>● 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.</li> <li>● 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.</li> <li>● In group assessments, not all students' evidence will necessarily satisfy the same achievement grade criteria.</li> <li>● 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.</li> </ul>	<ul style="list-style-type: none"> <li>● Some pre-teaching will be required to set them up.</li> <li>● Each person needs an identifiable role that can be monitored and proved through evidence.</li> <li>● The evidence is not itself marked but supports the teacher's understanding of what has happened. The evidence could be in different forms.</li> <li>● Not everyone has to get the same grade.</li> <li>● Teachers can/should give feedback as it progresses, but not to the point of being overly specific.</li> <li>● Feedback should be focused on meeting the needs of the standard.</li> </ul>

		<ul style="list-style-type: none"> <li>• 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.</li> <li>• It is recommended that group size not exceed three students.</li> </ul>	<ul style="list-style-type: none"> <li>• Three people can get the credits. More can appear in the film, but the production side should be limited to three</li> </ul>
AS91495 (Level 3)	3.6 Produce a media product to meet the requirements of a brief. 6 credits	<ul style="list-style-type: none"> <li>• Assessment should reflect approximately 60 hours of teaching, learning and assessment, in and out of the classroom.</li> <li>• 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.</li> <li>• 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).</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Some pre-teaching will be required to set them up.</li> <li>• Each person needs an identifiable role that can be monitored and proved through evidence.</li> <li>• A brief must be given to ensure that the film is complex/sophisticated enough to achieve well.</li> <li>• The evidence is not itself marked but supports the teacher's understanding of what has happened. The evidence could be in different forms.</li> <li>• Not everyone has to get the same grade.</li> <li>• Teachers can/should give feedback as it progresses, but</li> </ul>

		<ul style="list-style-type: none"><li>● When students are assessed in groups, individuals may be awarded different grades that reflect the quality of the individual evidence presented.</li><li>● 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.</li><li>● 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.</li><li>● It is expected that students will show evidence of reflection on and modification to the product and process in the course of production.</li><li>● 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 <a href="#">Media Studies TKI site</a>.</li><li>● It is recommended that group size not exceed three students.</li></ul>	<p>not to the point of being overly specific.</p> <ul style="list-style-type: none"><li>● Feedback should be focused on meeting the needs of the standard.</li><li>● Students must show that they have made alterations to the film through the film's production.</li><li>● The film must be suitable for the purpose and audience, and reflect legal</li><li>● Three people can get the credits. More can appear in the film, but the production side should be limited to three</li></ul>
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