

## NCEA Media Studies Remote Learning and Assessment

Subject matrices are a guide to assessment where remote teaching, learning and assessment have to take place due to a significant event leading to closure of schools over an extended period of time. For example, lockdown, natural disaster, etc.

### General Guidance

Assessment of the Level 2 and 3 planning and production standards could be delayed by schools to ensure that all students have access to the required media production technology. However, they could continue when/if students have access. An adapted production timeline and brief could support equitable assessment for students.

If students are presently working in groups, it is suggested that they continue if all group members can collaborate. Digital platforms could be used by the assessor to ensure that students working in group conditions are appropriately managed, and to monitor individual contribution and participation for assessment purposes.

It is important to note that some standards require access to media production technology and editing software, along with appropriate spaces to shoot film, capture still photography and/or record sound. Access to space and technology may be dependent on the student's individual circumstances. This may pose issues around access and equity for some students, which will need to be considered in programme planning.

Assessors need to provide a brief (or adapt an existing brief) for the 'Design and Plan', 'Production' and 'Write Media Texts' standards. The current guidance in the standards, clarification documents and Conditions of Assessment continue to apply. These documents should be considered if teachers are adapting a brief to suit an individual production. Adapting a specified brief enables teachers to establish the parameters for the assessment to reflect the individual production circumstances for each student. This includes the duration, location, type of medium, and the specified range of conventions and media production technology required to successfully meet the standard. These adaptations provide teachers with an opportunity to support students to produce media appropriate to their personal circumstances during school closure.

# Media Studies Matrix

**COLOUR KEY:** A colour-coding system to categorise standards according to the advice in this document.

<b>Green:</b>	These standards are suitable for remote teaching, learning and assessment.
<b>Blue:</b>	Teachers can facilitate assessment against these standards by remote learning with guidance (refer to General Guidance above).
<b>Orange:</b>	These standards are suitable for remote teaching and learning provided the candidate has access to appropriate equipment and/or technology. They are not suitable for remote assessment in their current delivery method and/or requirements. Guidance will be provided at the time as required.
<b>Red:</b>	These standards require a collaborative process or interaction with others, and are not suitable for remote teaching, learning and assessment.

Level 2		Level 3	
<p><b>AS 91248</b></p> <p>External (3 credits)</p> <p><b>Demonstrate understanding of the relationship between a media product and its audience</b></p> <p>Teaching and learning towards assessment of this standard is suitable remotely. Assessment is not suitable remotely. The current Assessment Specifications will continue to apply.</p>	2.1	<p><b>AS 91490</b></p> <p>External (4 credits)</p> <p><b>Demonstrate understanding of an aspect of a media industry</b></p> <p>Teaching and learning towards assessment of this standard is suitable remotely. Assessment is not suitable remotely. The current Assessment Specifications will continue to apply.</p>	3.1
<p><b>AS 91249</b></p> <p>Internal (4 credits)</p> <p><b>Demonstrate understanding of narrative in media texts</b></p> <p>This standard is suitable for remote learning and assessment.</p> <p>The evidence can be presented using any mode that clearly communicates the student's understanding.</p> <p>For authenticity purposes, check points and verbal conferencing with students during the assessment period is recommended. For specific advice on how to manage authenticity when assessing during uncertain times, please see the Pūtake module: Tāku Reo, Tāku Mahi - My Voice, My Work.</p> <p>Further support can be found in the assessment resources on TKI, and in the clarification documents, exemplars and Alternative Evidence Gathering Templates on the NZQA Media Studies page.</p>	2.2	<p><b>AS 91491</b></p> <p>Internal (3 credits)</p> <p><b>Demonstrate understanding of the meaning of a media text through different readings</b></p> <p>This standard is suitable for remote learning and assessment.</p> <p>The evidence can be presented using any mode that clearly communicates the student's understanding.</p> <p>For authenticity purposes, check points and verbal conferencing with students during the assessment period is recommended. For specific advice on how to manage authenticity when assessing during uncertain times, please see the Pūtake module: Tāku Reo, Tāku Mahi - My Voice, My Work.</p> <p>Further support can be found in the assessment resources on TKI, and in the clarification documents, exemplars and Alternative Evidence Gathering Templates on the NZQA Media Studies page.</p>	3.2

Level 2		Level 3	
<p><b>AS 91250</b></p> <p>Internal (3 credits)</p> <p><b>Demonstrate understanding of representation in the media</b></p> <p>This standard is suitable for remote learning and assessment.</p> <p>The evidence can be presented using any mode that clearly communicates the student's understanding.</p> <p>For authenticity purposes, check points and verbal conferencing with students during the assessment period is recommended. For specific advice on how to manage authenticity when assessing during uncertain times, please see the Pūtake module: Tāku Reo, Tāku Mahi - My Voice, My Work.</p> <p>Further support can be found in the assessment resources on TKI, and in the clarification documents, exemplars and Alternative Evidence Gathering Templates on the NZQA Media Studies page.</p>	2.3	<p><b>AS 91492</b></p> <p>Internal (3 credits)</p> <p><b>Demonstrate understanding of the media representation of an aspect of New Zealand culture or society</b></p> <p>This standard is suitable for remote learning and assessment.</p> <p>The evidence can be presented using any mode that clearly communicates the student's understanding.</p> <p>For authenticity purposes, check points and verbal conferencing with students during the assessment period is recommended. For specific advice on how to manage authenticity when assessing during uncertain times, please see the Pūtake module: Tāku Reo, Tāku Mahi - My Voice, My Work.</p> <p>Further support can be found in the assessment resources on TKI, and in the clarification documents, exemplars and Alternative Evidence Gathering Templates on the NZQA Media Studies page.</p>	3.3
<p><b>AS 91251</b></p> <p>External (4 credits)</p> <p><b>Demonstrate understanding of an aspect of a media genre</b></p> <p>Teaching and learning towards assessment of this standard is suitable remotely. Assessment is not suitable remotely. The current Assessment Specifications will continue to apply.</p>	2.4	<p><b>AS 91493</b></p> <p>External (4 credits)</p> <p><b>Demonstrate understanding of a relationship between a media genre and society</b></p> <p>Teaching and learning towards assessment of this standard is suitable remotely. Assessment is not suitable remotely. The current Assessment Specifications will continue to apply.</p>	3.4

<p><b>AS 91252</b> <span style="float: right;"><b>2.5</b></span></p> <p>Internal (4 credits)</p> <p><b>Produce a design and plan for a developed media product using a range of conventions</b></p> <p>This standard is suitable for remote learning and assessment.</p> <p>Assessors can facilitate remote assessment of this standard by preparing a design and plan for a brief requiring the development of a media product suitable for an individual to undertake for AS 91253.</p> <p>The assessment brief should enable students to produce a design in remote working situations specific to their home environment.</p> <p>Students can show evidence of reflection and reworking of ideas by clearly highlighting and dating any revisions or changes, particularly when the evidence is digitally generated. Including drafts alongside revised final elements of the design and plan could also provide evidence of reflection and reworking.</p> <p>Students should consider their current environment and identify the constraints of implementing their plan for AS 91253 in a remote environment. The plan and design should include details on how these practicalities, potential constraints and limitations can be mitigated.</p> <p>For authenticity purposes, check points and verbal conferencing with students during the assessment period is recommended. For specific advice on how to manage authenticity when assessing during uncertain times, please see the Pūtake module: Tāku Reo, Tāku Mahi - My Voice, My Work.</p>	<p><b>AS 91494</b> <span style="float: right;"><b>3.5</b></span></p> <p>Internal (4 credits)</p> <p><b>Produce a design for a media product that meets the requirements of a brief</b></p> <p>This standard is suitable for remote learning and assessment.</p> <p>If necessary, assessors can facilitate assessment of this standard by preparing a design and plan for a brief for the development of a media product that is sufficiently complex, but attainable as an individual project, for AS 91495. This may require students to limit the scope of the product, particularly when selecting film mediums.</p> <p>The assessment brief should enable students to produce a design in remote working situations specific to their home environment.</p> <p>Students can show evidence of reflection and/or refinement of ideas by clearly highlighting and dating any revisions or changes, particularly when the evidence is digitally generated. Including drafts alongside revised final elements of the design and plan could also provide evidence of reflection and/or reworking.</p> <p>Evidence of refinement in the design and plan could also be shown by considering how key conventions in their chosen medium might need to be subverted, in order to mitigate potential issues that could arise due to working remotely.</p> <p>For authenticity purposes, check points and verbal conferencing with students during the assessment period is recommended. For specific advice on how to manage authenticity when assessing during uncertain times, please see the Pūtake module: Tāku Reo, Tāku Mahi - My Voice, My Work.</p>
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Level 2	Level 3
<p>Further support can be found in the assessment resources on TKI, and in the clarification documents, exemplars and Alternative Evidence Gathering Templates on the NZQA Media Studies page.</p>	<p>Further support can be found in the assessment resources on TKI, and in the clarification documents, exemplars and Alternative Evidence Gathering Templates on the NZQA Media Studies page.</p>

Level 2	Level 3
<p><b>AS 91253</b> <span style="float: right;"><b>2.6</b></span></p> <p>Internal (6 credits)</p> <p><b>Complete a developed media product from a design and plan using a range of conventions</b></p> <p>Assessors can facilitate assessment of this standard by providing remote guidance.</p> <p>Adaptation of earlier planning may be required by students, so that their design and plan is reflected in their media production for this standard.</p> <p>Assessors need to ensure that students have access to a suitable production environment, technology and equipment.</p> <p>Assessors may also choose to introduce a new medium to suit students' personal circumstances and access to technology. This may mean supporting students to engage in individual productions such as print, radio, podcasts or websites.</p> <p>For authenticity purposes, check points and verbal conferencing with students during the assessment period is recommended. For specific advice on how to manage authenticity when assessing during uncertain times, please see the Pūtake module: Tāku Reo, Tāku Mahi - My Voice, My Work.</p> <p>Further support can be found in the assessment resources on TKI, and in the clarification documents, exemplars and Alternative Evidence Gathering Templates on the NZQA Media Studies page.</p>	<p><b>AS 91495</b> <span style="float: right;"><b>3.6</b></span></p> <p>Internal (6 credits)</p> <p><b>Produce a media product to meet the requirements of a brief</b></p> <p>Assessors can facilitate assessment of this standard by providing remote guidance.</p> <p>Assessors need to ensure that students have access to a suitable production environment, technology and equipment.</p> <p>Assessors could also consider new mediums and a broader range of conventions. This may require the development of individualised briefs to enable students to make decisions based on the available technology, and better reflect the development of media products that are achievable as individual productions.</p> <p>In some instances, assessors may choose to review assessment programmes. This could require a shift to an 'assess when ready' model, with students completing the assessment for this standard at different points in the year.</p> <p>For authenticity purposes, check points and verbal conferencing with students during the assessment period is recommended. For specific advice on how to manage authenticity when assessing during uncertain times, please see the Pūtake module: Tāku Reo, Tāku Mahi - My Voice, My Work.</p> <p>Further support can be found in the assessment resources on TKI, and in the clarification documents, exemplars and Alternative Evidence Gathering Templates on the NZQA Media Studies page.</p>

Level 2	Level 3
<p><b>AS 91254</b> <span style="float: right;"><b>2.7</b></span></p> <p>Internal (3 credits)</p> <p><b>Demonstrate understanding of an ethical issue in the media</b></p> <p>This standard is suitable for remote learning and assessment.</p> <p>The evidence can be presented using any mode that clearly communicates the student’s understanding.</p> <p>For authenticity purposes, check points and verbal conferencing with students during the assessment period is recommended. For specific advice on how to manage authenticity when assessing during uncertain times, please see the Pūtake module: Tāku Reo, Tāku Mahi - My Voice, My Work.</p> <p>Further support can be found in the assessment resources on TKI, and in the clarification documents, exemplars and Alternative Evidence Gathering Templates on the NZQA Media Studies page.</p>	<p><b>AS 91496</b> <span style="float: right;"><b>3.7</b></span></p> <p>Internal (3 credits)</p> <p><b>Demonstrate understanding of a significant development in the media</b></p> <p>This standard is suitable for remote learning and assessment.</p> <p>The evidence can be presented using any mode that clearly communicates the student’s understanding.</p> <p>For authenticity purposes, check points and verbal conferencing with students during the assessment period is recommended. For specific advice on how to manage authenticity when assessing during uncertain times, please see the Pūtake module: Tāku Reo, Tāku Mahi - My Voice, My Work.</p> <p>Further support can be found in the assessment resources on TKI, and in the clarification documents, exemplars and Alternative Evidence Gathering Templates on the NZQA Media Studies page.</p>



Level 2	Level 3
<p><b>AS 91255</b> <span style="float: right;"><b>2.8</b></span></p> <p>Internal (3 credits)</p> <p><b>Write developed media text for a specific target audience</b></p> <p>This standard is suitable for remote learning, with guidance.</p> <p>This assessment requires ongoing communication between students and assessors throughout the drafting process. Facilitation for assessment can take place remotely. Evidence of one written piece, along with drafts, can be submitted to assessors digitally.</p> <p>For authenticity purposes, check points and verbal conferencing with students during the assessment period is recommended. For specific advice on how to manage authenticity when assessing during uncertain times, please see the Pūtake module: Tāku Reo, Tāku Mahi - My Voice, My Work.</p> <p>Further support can be found in the assessment resources on TKI, and in the clarification documents, exemplars and Alternative Evidence Gathering Templates on the NZQA Media Studies page.</p>	<p><b>AS 91497</b> <span style="float: right;"><b>3.8</b></span></p> <p>Internal (3 credits)</p> <p><b>Write a media text to meet the requirements of a brief</b></p> <p>This standard is suitable for remote learning, with guidance.</p> <p>This assessment requires ongoing communication between students and assessors throughout the drafting process. Facilitation for assessment can take place remotely. Evidence of one written piece, along with evidence of refinement, can be submitted to assessors digitally. Some students may require access to online programmes to support their use of industry standard formatting.</p> <p>For authenticity purposes, check points and verbal conferencing with students during the assessment period is recommended. For specific advice on how to manage authenticity when assessing during uncertain times, please see the Pūtake module: Tāku Reo, Tāku Mahi - My Voice, My Work.</p> <p>Further support can be found in the assessment resources on TKI, and in the clarification documents, exemplars and Alternative Evidence Gathering Templates on the NZQA Media Studies page.</p>