

## **Exemplar for Internal Achievement Standard Media Studies Level One**

This exemplar supports assessment against:

**Achievement Standard 90996**

Write media texts for a specific target audience

An annotated exemplar is an extract of student evidence, with a commentary, to explain key aspects of the standard. It assists teachers to make assessment judgements at the grade boundaries.

New Zealand Qualifications Authority

To support internal assessment from 2014

	Grade Boundary: Low Excellence
1.	<p>For Excellence, the student needs to write effectively crafted media texts for a specific audience</p> <p>This involves:</p> <ul style="list-style-type: none"> <li>• demonstrating understanding and effective control of a range of conventions of current media writing by using them in constructing short media texts</li> <li>• demonstrating effective control of grammatical and structural devices appropriate to the medium, product and target audience.</li> </ul> <p>This student has, for one text, effectively crafted a short human interest article for the target audience of students, teachers and members of the wider school community.</p> <p>The student shows effective control of at least five conventions to construct the article, such as using a clear active sentence for the headline to summarise the article's angle, focusing on a relevant aspect of the subject's story. The student uses the inverted pyramid structure and short paragraphs, which are mostly connected to the topic.</p> <p>The student demonstrates effective control of grammatical and structural devices to effectively craft the writing, such as using an active voice in the third person, a clear and concise opening sentence to hook the target audience (1), a direct quotation which is effectively integrated (2) and short, concise sentences which are generally well written.</p> <p>For a more secure Excellence, the student could show more effective control by:</p> <ul style="list-style-type: none"> <li>• developing the final paragraph by using a supporting quotation and/or linking back to previous two paragraphs to have greater impact on the audience</li> <li>• using more direct quotations to appeal to the target audience</li> <li>• crafting some sentences with greater control and impact to hold the audience's attention (3).</li> </ul>

## Dedication pays off

By S \_\_\_\_\_ B \_\_\_\_\_

[Student name] is no stranger to hard work **(1)**. The fifteen year old [School name's] student spends two hours training every day in her build up to the International Tennis Federation Tournament. This June, [Student name] represents New Zealand U18 in Fiji competing against many other tennis players from around the world.

The International Tennis Federation hosts tennis tournaments with competitors from all over Europe including: Austria, Belgium, Denmark, France, Germany, Great Britain, Hungary, Italy, the Netherlands, Russia, Spain, Sweden and Switzerland, as well as competitors from Australia, New Zealand and South Africa **(3)**.

[Student name] usually trains four days per week for one and a half hours each day. She has competed in this tournament before and understands how hard she has to work to compete at her level. "I have been training more leading up to the tournament, currently I train for two hours every day and do a lot of gym work" **(2)**.

[Student name] has had a racquet since she was five, but seriously started playing tennis when she was eight. In the past [Student name] had broken two arms and injured her wrist which had set her back in the sport. She currently belongs to the [Name] Tennis Club and works as a tennis coach for children.

Last year, [Student name] was awarded 'Colours' for tennis at [School name] and was presented with 'Woman of the Year' at her tennis club. She has received many other awards over the years and has also participated in several competitions in Auckland, Waikato and New Caledonia.

[Student name] is currently thinking of continuing competing in tournaments internationally and to play tennis at a higher level **(3)**.

	Grade Boundary: High Merit
2.	<p>For Merit, the student needs to write crafted media texts for a specific audience.</p> <p>This involves:</p> <ul style="list-style-type: none"> <li>• demonstrating understanding and control of a range of conventions of current media writing by using them appropriately to construct short media texts</li> <li>• demonstrating control of grammatical and structural devices appropriate to the medium, product and target audience.</li> </ul> <p>This student has, for one text, crafted a film review using an informal personal voice to appeal to the target teenage audience.</p> <p>The student demonstrates understanding and control of a range of conventions, e.g. establishing personal opinion in the opening paragraph, providing background information (1), using a tricolon construction (2) to structure the review of three specific aspects of the film (3), providing supporting examples (4), referring to the film’s appeal to specific audiences (5) and ending with an emphatic recommendation linking back to the opening paragraph (6).</p> <p>The student demonstrates control of appropriate grammatical and structural devices for a film review, e.g.: using inverted commas for the film title; referring to crew by surnames; writing in the first person present tense; using persuasive adjectives (including superlatives and comparatives) and adverbs, with some effective control, to communicate a clear personal opinion which has impact on the target audience.</p> <p>To reach Excellence, the student could demonstrate more effective crafting and control by:</p> <ul style="list-style-type: none"> <li>• including specific examples to support the discussion on soundtrack and storyline (7)</li> <li>• using grammatical and structural devices, e.g. more appropriate word choice for the tricolon, fewer punctuation errors and clearer syntax to hold the audience’s attention.</li> </ul>

## The Nightmare Before Christmas

Before I'd seen one of Tim Burton's older film's, "The Nightmare before Christmas", I really did not enjoy his productions. Thanks to this film in particular, I like them even less. The full production of the film took little over three years to complete, so obviously it was an enormous project **(6)**. Alike the rest of them, the characters were ugly looking, and not pleasant to look at. Alike the rest of them, Danny Elfman (who appears as a musical score composer frequently in his films) had created annoyingly cheerful tracks, that did not fit in with the rest of the film. *Unlike* the rest of them, "The Nightmare before Christmas" did have a unique, yet simple storyline **(1) (2)**.

Possibly one of the biggest problems I have with Tim Burton's films is the way that his characters look **(3)**. Almost always they are ugly and distorted and do a lot to stop me from liking them. One of the most important elements in any movie, is that the audience like the main character – and in every single one of the Tim Burton films I've seen, I haven't liked the main character. In this particular film of his the protagonist is Jack, the Pumpkin King. To an infant he may seem scary, with his spidery movements and skeletal appearance, however once you pass the age of eleven maybe, he seems pathetic and weak **(4) (5)**. It appears to us that he is the leader of all the Halloween creatures, and yet the kinds of things that he does are rash and stupid **(7)**. Of course this is going to make you like him even less, despite Burton's obvious attempts at the opposite. Burton may have a reason for creating his characters in an embarrassingly ugly way, but I am unable to see it and as far as I am concerned believe that this is almost single handedly the reason his films are not very successful.

Another annoying factor stopping me from enjoying Burton's films (in particular, the Nightmare Before Christmas) is the musical score **(3)**. I don't know if it is just me but the soundtrack to a film makes all the difference to whether I enjoy it or not. And of course as you can guess, the soundtrack in Burton's films is not something I enjoy. Danny Elfman, the directors prime source of music in his films, can at times create some superb tracks, however generally I find that his music does not fit in with the film **(7)**. In "The Nightmare before Christmas" Elfman does the voice of Jack, as well as compose the music. Personally I thought he did not have much of a voice, and Burton had poor choice in selecting him to be the protagonist's voice. Also, as the film is set in a dark, gloomy place aka Halloween, I would have expected a darker, and gloomier soundtrack to go with it. Acknowledging, that there is a small percentage of the world that does enjoy stopmotion, this particular film of Burtons was thought unsuitable for a younger audience because of the violent and dark themes in the film – and yet I can't think of anyone older than that who would enjoy a film like this **(5) (7)**.

Finally, there was one more noticeable factor in this film to me: The Storyline **(3)**. Just as the music and appearance of the characters highlighted the faults in the film, the storyline highlighted the finer qualities of Tim Burton. As often as you would find a bad soundtrack or ugly protagonist in his films you can almost always count on him to produce an interesting and unique storyline. This storyline and plot in particular is the kind that other film writers kick themselves over. Such a simple, yet effective plot, I'm sure is what carried the film so far, gaining fans of all ages **(5) (7)**.

Some might say that the plot is even good enough to cancel out the obvious flaws in the music and character design. Personally, however I believe that those two factors are far too important for any plot – no matter how amazing – to overcome. Tim Burton's "the Nightmare Before Christmas" took a little over three years to complete, in my opinion, an enormous waste of time **(6)**. Perhaps, to another person, who did not care as much about how the characters looked and the music, another person who enjoyed the stop-motion, the film would be half-decent. But to an outside viewer, someone with no passion for stop-motion or Tim Burton's work, I feel that this film was a waste of time not only to make, but also to watch **(6)**.

	Grade Boundary: Low Merit
3.	<p>For Merit, the student needs to write crafted media texts for a specific audience.</p> <p>This involves:</p> <ul style="list-style-type: none"> <li>• demonstrating understanding and control of a range of conventions of current media writing by using them appropriately to construct short media texts</li> <li>• demonstrating control of grammatical and structural devices appropriate to the medium, product and target audience.</li> </ul> <p>This student has, for one text, crafted a short human interest article for the target audience of students, teachers and members of the wider school community.</p> <p>The student shows control of at least five conventions to construct the article, such as a lead (1) and a nut graph (2) to appeal to audience curiosity, a by-line (3), short paragraphs, and a summary ending (4).</p> <p>The student demonstrates sufficient control of grammatical and structural devices of the medium, such as a clear active sentence as a headline, using speech marks for direct quotations which are confidently integrated into the article (5) and writing in the third person with clear and concise sentences and only minor lapses in control.</p> <p>For a more secure Merit, the student could show greater crafting of the article by:</p> <ul style="list-style-type: none"> <li>• providing more detail to support the main angle established in the headline by describing what the student is doing in the rest home</li> <li>• keeping to a main angle throughout, e.g. paragraphs 4 and 5 could provide a stronger link between the rules and the student’s involvement in the rest home</li> <li>• using a stronger closing paragraph for greater impact on the audience.</li> </ul>

## Student Gives Up Time for Elderly

Student 3: Low Merit

NZQA Intended for teacher use only

By J \_\_\_\_\_ S \_\_\_\_\_ (3)

[Student name] spends much of her free time in a rest home, making friends, sitting in rocking chairs and going for walks **(1)**.

However, 15 year old [Student name] is not a resident of the sunny [name of rest home] but an [school name] volunteer who visits the Epsom based rest home on weekends **(2)**.

“It has always been a big focus in my life to help others who are in need,” [Student name] explains, when asked why she doesn’t spend her more of her free time with friends. “[Manager’s name] had a set of rules called the [name] which spoke to me. I thought it provided the residents with love, instead of having them institutionalized. It appealed to what I want to do for the elderly” **(5)**.

The [name] is a non-profit organization dedicated to improving the life of elders within rest homes. It believes the three main problems in rest homes are loneliness, helplessness, and boredom. The Alternative has 10 rules which it believes in, such as: “Medical treatment should be the servant of genuine human caring, never its master” and “Loving companionship is the antidote to loneliness. Elders deserve easy access to human and animal companionship.”

[Manager’s name] has taken on the values of the [name] and has strived to make their rest home a happier place for its residents. [Student name] says that she loves the atmosphere of the place and believes that the rules they follow are working.

She also thinks that her experience in [rest home name] will help in her future. “I have really developed my communication skills,” she says, thinking ahead. “I hope to study law and so strong communication will great” **(5)**.

[Student name] spends a lot of time talking with those who have hearing or memory loss and her skills can be applied to real life **(4)**.

	Grade Boundary: High Achieved
4.	<p>For Achieved, the student needs to write media texts for a specific audience.</p> <p>This involves:</p> <ul style="list-style-type: none"> <li>• demonstrating understanding of a range of conventions of current media writing by using them to construct at least two short media texts</li> <li>• using grammatical and structural devices appropriate to the medium, product and target audience.</li> </ul> <p>This student has, for one text, written a short film review for a teenage audience.</p> <p>The student uses at least five conventions, including cast and crew names and discussion of specific technical aspects of the film (1). He demonstrates understanding of conventions to construct the review by giving a clear personal opinion in the opening paragraph (2), providing a plot synopsis without giving away the ending (3) and reiterating his personal recommendation in the closing paragraph (4).</p> <p>The student uses appropriate grammatical and structural devices for a film review by writing in the first person present tense. He establishes a clear tone, linking the opening and closing paragraphs and choosing some appropriate vocabulary with control to establish his personal opinion of the film as mediocre.</p> <p>To reach Merit the student could:</p> <ul style="list-style-type: none"> <li>• use conventions more appropriately to construct the review, such as supporting discussion with specific evidence from the film (5) and crafting a more effective closing sentence (4)</li> <li>• show greater control of review writing conventions, such as providing a more succinct plot synopsis and using character and actor names correctly throughout (6)</li> <li>• provide greater variety in choice of vocabulary (1)</li> <li>• demonstrate control of grammatical devices such as punctuation and syntax.</li> </ul>



Dark Shadows

Directed by: Tim Burton

Review by: M\_\_\_\_\_ B\_\_\_\_\_

Tim Burton's film Dark Shadows brings mixed opinions to me, parts are great and others, not so much. This has been the case in some of Burton's other films, but because of his other more or less brilliant work, some will have high expectations of Dark Shadows. The film did not quite click for me, but broken down the writing and performances were entertaining **(2)**.

The movie begins with explaining a short back story, introducing the main character Barnabas Collins (Johnny Depp) The introduction tells the story of Depp's **(6)** immigration to America in the late 1700's and builds fishing community named collinsport. Eventually he builds Collinswood, a huge mansion to be his family home. He falls in love and means to be married, however a witch named Angelique (Eva Green) is jealous of his love and curses him to eternal life as a vampire and kills his wife to be. Depp **(6)** is buried for 200 years before being accidentally released by careless construction workers. He returns to Collinswood, only to find his descendants as a dysfunctional family and the family business run down and even worse, Green **(6)** is immortal and tries to win his heart. Over the story Depp **(6)** is learning to cooperate with his family, and face his challenges as a vampire **(3)**.

Dark Shadows' performances are all around good **(1)**. Helena Bonham Carter does an enjoyable show as a psychologist with a drinking problem, her character was humourous and believable. The interactions Green's character and Depp (who is as cool as ever) were well acted and enjoyable to watch **(5)**. Christopher Lee makes an appearance, as well as Alice Cooper **(5)**. Depp steps a small way out of the ordinary into a more comedic role, but it was the juxtaposition of him with other characters and stereotypical 1970s culture that makes his role really funny **(5)**.

The script has some good and bad moments **(1)**. At the beginning of the film three main characters are introduced, Barnabas, Angelique and Vicky (Bella Heathcote) the main love interest of Depp **(5)**. **(6)** When the setting of the film changes to the year 1972 Vicky is focused on, but as soon as Depp **(6)** is awoken, he seems to take over and his chemistry with Vicky seems ignored **(5)**.

Overall my feelings for Dark Shadows are mixed, at times it is very good and others... not so much **(1)**. It is definitely not among Tim Burtons best films, but it may keep some people satisfied. Hopefully Frankenweenie will be better **(4)**.

	Grade Boundary: Low Achieved
5.	<p>For Achieved, the student needs to write media texts for a specific audience.</p> <p>This involves:</p> <ul style="list-style-type: none"> <li>• demonstrating understanding of a range of conventions of current media writing by using them to construct at least two short media texts</li> <li>• using grammatical and structural devices appropriate to the medium, product and target audience.</li> </ul> <p>This student has, for one text, written a short film review for a teenage target audience.</p> <p>The student uses at least five conventions, including film, director and composer names (1), discussion of specific technical aspects of the film (2) and a personal recommendation for a particular audience (3). They demonstrate sufficient understanding of these conventions to construct the review by giving a plot synopsis near the beginning (4) and stating clear opinions in the opening and closing paragraphs (5).</p> <p>The student uses appropriate grammatical and structural devices, such as the film name in inverted commas, clear topic sentences for paragraphs, using the present tense, some evocative, persuasive vocabulary and addressing the reader (6).</p> <p>For a more secure Achieved, the student could demonstrate greater and more appropriate understanding of the conventions of review writing by:</p> <ul style="list-style-type: none"> <li>• providing cast and crew details, supporting discussion of the stop motion and music with more specific examples and by using more evocative adjectives (7)</li> <li>• structuring the piece with a clearer opening paragraph, including background information on the film and offering a more direct recommendation or rating to the readers at the end</li> <li>• using grammatical devices with greater accuracy, such as syntax, spelling, and punctuation.</li> </ul>

In Tim Burton's film "The Nightmare Before Christmas" **(1)** the special personal love he has for the story is deeply shown and because of that it becomes an easy to love story. His twisted characters and sets describe the feel of the movie within the first five minutes. His dark and twisted storytelling brings goose bumps running up and down your arms **(6)**. The way stop motion is used is so the movie becomes strong but not stiff. Danny Elfman's **(1)** ingenious use of soundtrack ties the movie together perfectly matching the storyline perfectly **(5) (7)**.

The storyline is a sad tale of Jack Skellington a lonely skeleton in Halloween Town. He becomes almost depressed as yet another Halloween passes when he comes across Christmas Town, a town full of happiness and joy. This is something amazing to him for he has lived all his life within the 'walls' of Halloween town a dark a grim place. Whilst in Christmas town he see's "Sandy Claws" and learns of Christmas. He promptly decides to give "Sandy" a break and run Christmas that year. But things go terribly wrong and with the help of Sally a girl who closely resembles a rag-doll they fix the mess Jack created **(4)**.

Tim Burton's use of stop motion works wonderfully in this film giving it an extra sense of depth. He gives the inanimate puppets personalities and emotions. You can't easily tell the years and effort it took to make this film but the careful steps are visible in the fact of it being claymation **(6)**. In traditional stop motion it is very pivot like however by comparison the film flows very nicely. It helps the Halloween Town residents become creepier and scarier **(2)**.

Danny Elfman's timeless music is shown brilliantly in this film when the characters all sing beautifully catchy tunes. Though Elfman did sing Jack's parts the film was tied together by the music. Though some may argue that there was too much music it all comes down to personal taste. His music is generally easy to determine with his wacky style the way the music flows and the characters seem to actually be singing is almost perfect for stop motion **(2)**.

Overall, I thought the film was well executed and though directed at a younger audience it was comical and enjoyable throughout **(3)**. The way Elfman structured the music fitted perfect to theme and storyline of the films. In my opinion the film was intriguing and magical **(5)**.

	Grade Boundary: High Not Achieved
6.	<p>For Achieved, the student needs to write media texts for a specific audience.</p> <p>This involves:</p> <ul style="list-style-type: none"> <li>• demonstrating understanding of a range of conventions of current media writing by using them to construct at least two short media texts</li> <li>• using grammatical and structural devices appropriate to the medium, product and target audience.</li> </ul> <p>This student has, for one text, written a short news story about a person of interest for an audience of students, teachers and members of their wider school community.</p> <p>The student demonstrates some understanding of news article conventions by using a headline (1), by-line (2), short paragraphs and writing in the third person. The article features key elements of the story in the opening paragraph (who, what, where and when) and focuses on the angle of the subject's surprising success and pride in representing her country (3).</p> <p>The student uses some appropriate grammatical and structural devices, such as direct quotations in speech marks (4) and adding details to support the angle of the piece (5).</p> <p>To reach Achieved, the student could demonstrate greater understanding of the conventions of news writing by:</p> <ul style="list-style-type: none"> <li>• showing relevance/newsworthiness to the target audience by using a lead and a nut graph and including more details about the subject (age and school)</li> <li>• following the inverted pyramid structure of a news story and featuring the most interesting details (paragraph 5) closer to the start of the article</li> <li>• using appropriate grammatical devices with greater accuracy, using an active voice throughout (6), clearer syntax and more appropriate word choice (7).</li> </ul>

Sail Away **(1)**

O \_\_\_\_\_ H \_\_\_\_\_ **(2)**

Out of the blue, [student name] was invited to participate in the Sailing Regatta representing New Zealand in Tokyo, Japan, which was hosted during the Term 1 holidays 30<sup>th</sup> April- 7<sup>th</sup> May 2014.

“[Student name] was out running when we received the call,” says [student name] mum “It came as a surprise, and we knew [student name] was a great sailor but never knew quite how good” **(4)**.

Being selected to represent New Zealand in the Junior Regatta and International Friendship Regatta was based on commitment, reliability and personal achievement **(3)**. Many times [student name] has attended regattas nationally and has placed highly including 1<sup>st</sup> female. She had never taken the sport too seriously, it was something that she was fascinated in and enjoyed spending her weekends doing**(3)**. It’s a regular commitment of practicing, Sunday coaching and frequent National Sailing Regattas **(5) (6)**.

When [student name] was offered to go over to Japan mixed emotions were running high, she took the opportunity right away but was finding it hard to come up with the financial sums to pay her way there **(6) (7)**.

[Student name] was the only girl out of the three who got chosen to represent New Zealand. [student name] was entered in the Laser 4.7 class – open race for girls and boys between the ages of 13-18 years old. She was competing internationally against opposing countries teams such as; Japan, China, Singapore, Great Britain and Denmark, who all wanted to make their country proud. “It just showed me how good the competition is in New Zealand and how respected Kiwis are internationally,” says [student name] **(1) (3) (5)**.

Representing Japan was one thing, but bringing home 3<sup>rd</sup> and 1<sup>st</sup> female internationally was something else entirely. No doubts she made New Zealand proud **(3) (7)**.

“I thought it was a great experience and I have made heaps of new friends, some of which are probably going to come to New Zealand next year,” says [student name] **(4)**.