



National Certificate of Educational Achievement
TAUMATA MĀTAURANGA Ā-MOTU KUA TAEA

Exemplar for Internal Achievement Standard

Media Studies Level 3

This exemplar supports assessment against:

Achievement Standard 91495

Produce a media product to meet the requirements of a brief

An annotated exemplar is an extract of learner 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

	<p>Grade Boundary: Low Excellence</p>
	<p>For Excellence, the learner needs to produce a compelling media product that meets the requirements of a brief.</p> <p>This involves:</p> <ul style="list-style-type: none"> • demonstrating effective selection and application of production technology • demonstrating effective selection and application of media conventions • commanding and capturing audience attention. <p>This learner has produced a compelling media product that meets the requirements of the brief. The learner has selected and applied production technology and media conventions with effect to create an original and engaging short film.</p> <p>Production technology is used innovatively to create effects appropriate to the horror genre. Cinematography is used with control and precision. A variety of shots and angles create a sense of unease as the narrative develops. Camera work is precisely controlled in both interior and exterior set-ups, with lighting used for effect to develop the audience's response. Overall, the combined effect of cinematic elements creates a tense narrative.</p> <p>Elements of sound are consistent and integrated seamlessly. Special FX and music are combined to enhance the tense mood. Diegetic sound and imagery from B-roll is effectively selected, creating a context for the story to emerge (Covid-19 lockdown encouraging excessive viewing of movies). The lack of dialogue reinforces the genre, emphasising the isolation of the protagonist.</p> <p>The learner demonstrates understanding of conventions of the genre and principles of story through the development of the character's narrative arc and the application of complex narrative devices. Conventions include an isolated character, settings such as small darkened spaces and a graveyard, and a menacing protagonist that engages the audience's attention. Precise post-production editing enhances elements of the genre through the application of match cuts to create jump scares and switches in perspective.</p> <p>For a more secure Excellence, the learner could demonstrate more precise control over shot composition/framing and ensure that all footage is focused, with consistent light levels controlled across each scene.</p>

	<p>Grade Boundary: High Merit</p>
	<p>For Merit, the learner needs to produce a convincing media product that meets the requirements of a brief.</p> <p>This involves:</p> <ul style="list-style-type: none"> • demonstrating the deliberate selection and application of production technology • demonstrating the deliberate selection and application of media conventions • engaging an audience. <p>This learner has produced a convincing media product that meets the requirements of the brief. The learner has deliberately selected and applied production technology and media conventions to create a short engaging stop-motion film that contains elements of the coming-of-age genre.</p> <p>Production technology is used with deliberate control to engage the viewer. Aspects of cinematography such as composition, shot selection and angles are used deliberately to develop the story. Lighting is deliberately controlled to produce an intentional effect.</p> <p>The design of the clay figures, props and sets are visually simple, but work cohesively to create a deliberate effect. Combining both live action and the stop-motion worlds contributes to character development, reinforces the coming of age genre and helps to create a complex layered narrative.</p> <p>Sound is used with deliberate control to establish setting and reinforce genre. Sound effects are cohesively integrated. The voice-over is seamlessly aligned with the characters' actions via careful editing. Dialogue reinforces conventional expectations of the genre and develops the characters.</p> <p>Editing is consistent and practiced. Complex sequences which draw together individual stop-motion scenes are edited to create a convincing story. Cuts flow deliberately to create a motivated pace and engage the audience.</p> <p>To reach Excellence, the learner could demonstrate more precise control of technology and conventions. This could include further refinement of live action scenes and the inclusion of opening and closing credits into the final product.</p>

	Grade Boundary: Low Merit
	<p>For Merit, the learner needs to produce a convincing media product that meets the requirements of a brief.</p> <p>This involves:</p> <ul style="list-style-type: none"> • demonstrating the deliberate selection and application of production technology • demonstrating the deliberate selection and application of media conventions • engaging an audience. <p>This learner has produced a convincing multipage media product that meets the requirements of the brief. They have deliberately selected and applied production technology and media conventions to complete a magazine spread for a school magazine, including a feature article and self-generated photography.</p> <p>Production technology is used with deliberate control to engage the audience. The layout of the spread is deliberate, as demonstrated by the capturing and placement of images. The shots of the fast fashion houses (1, 3) sit in comparison to the sustainable/second hand store (2, 4). The photographs used are in focus and relevant to the angle of the feature article (1-4).</p> <p>Key conventions of magazine spreads are deliberately applied. This is evident in the use of masthead, font and point-size, colour (5), pull-quotes (6), graphics, (7) gutters, filler (8), and image choice and placement. Feature article conventions are deliberately applied across the text, including correct spelling, grammar and punctuation, as well as perspective (9), interview (10), statistics (11) and research (12).</p> <p>For a more secure Merit, the learner could conduct and use additional interviews, local statistics or anecdotal research to better contextualise the topic for the school magazine audience. This would create more cohesion with the selected visual elements and help craft a stronger narrative thread to better meet the brief. For example, rather than focussing on the industry and history of fashion, the learner could consider the cost of living in the local context for teenagers and families, where fast fashion may be bought for economic reasons.</p>

FAST FASHION

IT HURTS MORE THAN JUST OUR WALLET'S

BY XXXX XXXXXX

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Fast fashion is an an increasingly popular high fashion trend that involves mass production of catwalk replicas. Unfortunately, this cheap, trendy production largely impacts the environment and many following consequences.

Sewing machine after sewing machine, fluorescent lights glare down onto the workers, their eyes droopy and hands aching from hours of repetitive, damaging work. Meanwhile, on the other side of the world, a thrilled teenager purchases her second \$7 top of the week, the wave of dopamine washing over her again.

Fast Fashion- a term many of us are familiar with, but let's admit it, we don't often consider its effects when buying clothing. You're only buying one cheap t-shirt, what's the damage? Really, fast fashion is much more harmful to our environment and garment workers than to our wallets. With the advancing technology, clothes are becoming easier and faster to make, and are less valued than when they had to be time consumingly hand sewed at great expense.

However, the difference between the slow fashion where materials were hand sewn and fast fashion is that companies forfeit the quality of their materials in order to make their products cheaper. Worldwide, fast fashion is affecting us all, whether you contribute to the craze or not.

Unfortunately, by forfeiting the quality, this means the clothes wear out easier, and lots of them are thrown out after new ones are bought, creating mountains of waste. [redacted] textiles teacher [redacted] is an expert in this field, with years of experience in the textiles area. When second hand shopping, she has noticed that many of the clothes are "simply made and not always made well". Because of this, she chooses not to buy them and these low quality produced clothes remain in the store. She keeps in mind the low wages the workers earn and tries to buy New Zealand made clothing as to not support fast fashion.

The appealing prices of clothes causes overconsumption- resulting in increased production with little reuse of the clothing. Research by the movement WorldCleanUpDay states "we now buy 400% more items of clothing than we did just twenty years ago", and around 52 micro seasons (new collections) are produced a year by fast fashion brands- that's about one per week (Timeline, TheGoodTrade). Popular brands such as H&M, Zara and TopShop also



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WHAT YOU CAN DO TO HELP:

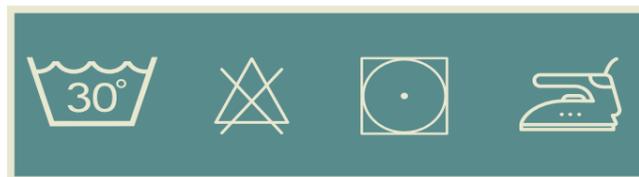
- Buy less or from sustainable brands
- Buy quality made clothes to prevent breakage and discourage cheaply made clothes
- Repair old clothes or repurpose them

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contribute to the pollution created by fast fashion. Many synthetic fabrics contain microfiber plastics. These are small threads of plastic that get stripped off our clothes in the washing machine and travel through wastewater, destined for the ocean. Through these fossil fuel based fabrics; polyester, nylon, acrylic and more, waterways are polluted with toxic dyes, and oceans are filled with microfiber plastics.

When I ask what are the common ways to get rid of your clothes, what comes to mind? Recycling, taking them to a second hand store or a clothes bin spring to mind for me. However, according to the World Clean Up Day movements website, their information shows that for some clothes, recycling processes are not very efficient because fast fashion has become so extreme.

Donating is an eco-friendly way to dispose of unwanted clothes. Despite this, and perhaps due to the constant new trends created by the 52 micro seasons, only around 10-40% of these donated clothes find a new home. Recycling your clothes is not very effective either. Worldwide, only 12% of clothing material is recycled, causing 92 million tons of fabric waste each year and only 1% of this recycled material is used for clothing. The rest is used as insulation, furniture stuffing or cleaning cloths. Flanagan also mentions that some stores the amount of clothes going to the landfill.



History

Because the term 'fast-fashion' has only been coined in recent years, the concept seems fairly modern, and this may be why its effects can be overlooked. However, the first patent of the sewing machine in 1755 rapidly increased the production time of clothing from previously hand stitching and tailor made clothes. The time period after World War Two is often seen as the beginning of the worldwide eruption of consumption, and in 1920, production in the United States of America was around 12 times more than in 1860, despite the population only increasing by three times.

Prior to the industrial revolution, clothes were more valued due to the process being more time consuming. Workers had to source the raw material before hand sewing each garment. Because of this, the garments were more treasured and were repaired as much as possible instead of immediately thrown out.

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In 1966, a US paper company went viral for creating paper dresses to promote their products- marking the beginning of fast fashion. The \$1.25 dresses, which were originally produced as a joke, ended up selling 500,000 units in only eight months, ultimately proving the US was ready for fast fashion. Soon enough, marketers jumped at the opportunity. Paper slippers, jumpsuits, gowns and more flooded the market, making over \$3.5 million by the end of the year.

Garment Workers

Fast fashion also contributes to the exploitation of garment workers, who often have to work unbearably long hours in dirty working conditions, only for insufficient pay. For example, in Bangladesh, there is a large leather industry that exports \$1 billion worth of leather per year. However, in order to achieve this the country blatantly ignores their labour and environmental laws, so much to the point where waterways are blue because of the harmful chemicals in the 21,000 cubic metres of untreated water that is dumped daily as stated by news website PBS.org. The leather is also processed without protective equipment from these chemicals. Inside these chemicals are carcinogenic agents such as Chromium, and being exposed to these chemicals can lead to lung disease, lung cancer, bronchitis and many more.

An estimated 2% of the 75 million garment workers earn a living wage, and of these, 75% are women between the ages of 18-24, reports [LowestWageChallenge](#), a foundation combined of two ethically sourced clothing companies. These statistics greatly contribute to systemic poverty and keep these workers in the poverty cycle.

The concept of fast fashion seems fairly intimidating and one clothing item doesn't seem like it does much. And on its own that's right, it doesn't. But globally, if we all took a moment to consider that what we are supporting may be much more than one low quality top, maybe working conditions would increase. Maybe parts of the environment could heal and garment workers may be able to break the poverty cycle. Yes it can be inconvenient, and in the moment that could be the top of your dreams, however, with the ever changing trends, this will likely change by next week. Consider second hand shops and websites first- it's better for everyone.



Second hand store “ ”

“We now buy 400% more items of clothing than we did just twenty years ago”, and around 52 micro seasons (new collections) are produced a year by fast fashion brands- that's about one per week

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	Grade Boundary: Low Achieved
	<p>For Achieved, the learner needs to produce a media product which meets the requirements of a brief and demonstrate controlled use of production technology and media conventions.</p> <p>This involves:</p> <ul style="list-style-type: none"> • using production technology and media conventions with control • applying media conventions consistently • meeting the requirements of a brief. <p>This learner has produced a multipage magazine spread for a school magazine, including a feature article and self-generated images. The learner shows sufficient control via the feature article and the images, which support the layout of the spread to meet the requirements of the brief.</p> <p>Production technology is used with sufficient control to unify the magazine spread across the 4 pages. The photography is in focus (1), and the conversion of images to black and white (1, 2) as well as the colour (3) and font choice (4) are applied consistently.</p> <p>Key conventions of a magazine spread are incorporated in the use of masthead (5), colourway (3, 5), headers and layout across the pages. Key conventions of a feature article are used, including correct spelling, grammar, punctuation, as well as angle (6), interview (7), statistics (8) and research (9).</p> <p>For a more secure Achieved, the learner could offer a clearer focus and narrative structure to the feature article. Placing it within a more localised context could allow for further interviews, quotes, and research to inform the feature as an interest story of significance for the school magazine brief. This localised angle could also better align the choice of images to the feature article's content, in order to better demonstrate the controlled use of media conventions.</p>



The Earth's Fever

When greenhouse gases are released into the atmosphere, global warming creates a worldwide environmental issue. Global warming is the result of carbon dioxide (CO₂) and other air pollutants built up in the atmosphere that has absorbed the excess sunlight that has already reflected on Earth, trapping it in the atmosphere and thus causing the Earth to heat up. Hotter temperatures, powerful storms, rising sea levels, droughts and other effects are possible consequences of global warming for our world. The one effect I will specifically be talking about in this article is the risks towards native species as a result of our planet inevitably heating up. I spoke with [REDACTED], a science teacher at my school, about the effect caused by global warming and her thoughts on what it will ultimately mean for our planet. We see a risk for species in many different environments around the world due to global warming, some primary examples include: The Arctic, rainforests, and coral reefs.

The Rapid Melting Threat:

A primary effect of global warming is the glaciers melting in the Arctic. The land mass in the Arctic has been warming up 2 times faster than the rest of the world, which has caused the arctic ice to melt quickly. Polar bears are only one of the numerous creatures in the area that are at risk. With the ice melting at unimaginable speeds, polar bears are struggling to survive as the ice is their main source of food and way of life. This decrease in arctic ice has a major impact on polar bears as the species is starting to become endangered which could ultimately lead to them going extinct. As a result of this, polar bears may consume more energy, have less success hunting, and be more at risk of famine during extended ice-free periods.

Another implication global warming has on polar bears is the reproduction challenges they may have. To give birth and care for their cubs, female polar bears build

dens on the sea ice. The denning process, however, can be delayed by the loss of sea ice and the changing timing of its production. Polar bears who are pregnant could have trouble locating den locations or navigating through the shifting ice conditions. Reproduction rates could consequently drop, which could have long-term effects on polar bear populations. I asked [REDACTED] how she feels about how the world is approaching these rising temperatures that are causing these issues and she said "The Paris Agreement 2015 and the COP 26 two years ago were international meetings to work together to try to reduce the increase in rising temperatures around the globe. I really like to think that the changes these countries are making will make a difference before it is too late."

Mother Nature's Fiery Tantrum:

The tropical evergreen forest, known as the rainforest, is a vital habitat for both plants and animals. This key ecosystem to our planet is facing grave danger as the temperatures rise, coming face to face with deforestation, un-balanced rainfall and decreased water availability. With the earth heating up, particularly in rainforests, plants are finding it difficult to hold onto moisture, which increases the risk of forest fires and makes it difficult to control them. Due to how much easier it is for flames to ignite and spread quickly thanks to this newfound dry enforcement, an environment that grabs onto forest fires is created. As rainforests are typically moist, and humid places, they have not been able to prepare and modify to forest fires as they are not a common thing you would see in such a wet environment.



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Corals Under Stress: 4

Water stress is one of the main factors that rainforest terrains faces drastically. Global warming is the cause of more extreme and frequent water droughts due to water evaporation and decreased rainfall, leading to animals and plants not having sufficient water to survive. As plants have adapted to a consistent flow of rain, these droughts place heavy stress on reduced photosynthesis for millions of different plants, decreasing growth rate, seed production and flowering. This can disrupt the delicate balance of the Rainforest ecosystem and flow on to a decrease in food availability for animals.

In my interview with [REDACTED], I asked her what species she thought had been mainly affected by global warming, she says: "The warming of the oceans has affected the coral a lot. Coral bleaching has occurred at the Great Barrier Reef, often in correlation with the rising temperatures of the ocean." So, I looked into this and found that Coral bleaching is a huge hazard due to these rising temperatures,

which significantly impacts Coral reefs such as the Great Barrier Reef. But what is coral bleaching? Coral bleaching is the circumstance where corals get rid of the symbiotic algae, also known as zooxanthellae living in their tissue, helping them survive. This algae makes the coral lively, giving them their colours and energy. The National Ocean Service states that when coral is stressed by constantly changing conditions and temperatures, they will release these algae and go completely white. In 2005, the Caribbean faced a massive coral bleaching event, with over 90% of the Virgin Island's Coral reefs being bleached. Out of this, 60% of these corals died from the disease.

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Closing Thoughts: The Road Ahead:

In conclusion, natural species worldwide are being permanently altered by global warming. Ecosystems are being dramatically impacted by rising temperatures and altering climate trends, from the Arctic ice sheets melting to the rainforests and the coral reefs. Many species are now experiencing problems with their survival due to the severe effects of global warming.



6 We can each do our part to help find a solution. We can all contribute to decreasing the negative effects of global warming on natural species by making deliberate choices in our daily lives, such as lowering our carbon footprint, promoting conservation efforts, and fighting for tougher environmental regulations.



**"Men Argue.
Nature
Acts."** -Voltaire



	Grade Boundary: Not Achieved
	<p>For Achieved, the learner needs to produce a media product to meet the requirements of a brief.</p> <p>This involves:</p> <ul style="list-style-type: none">• using production technology and media conventions with control• applying media conventions consistently• meeting the requirements of a brief. <p>There is currently no student work available at this grade.</p> <p>A learner at this grade may, for example, produce a researched expository documentary, of at least 4 minutes, exploring the tourism industry. This would meet the requirements of the brief.</p> <p>This learner might use the conventions of expository documentaries including voice-over, interviews with experts, archival footage, the use of titles, and statistics.</p> <p>The learner may begin to show control over production technology by having clear sound in the voice-over, appropriate framing on the interview subject and the use of an aural bridge between footage.</p> <p>To reach Achieved, the learner would need to limit the use of archival or found footage, develop a clear angle which drives narrative development, and demonstrate more consistent control over elements of cinematography such as shot composition and lighting.</p>