

Media studies

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Subject facilitator email: seniorsecondary@tki.org.nz

What is media studies about?



Media studies is about the active exploration, analysis, creation, and enjoyment of the media and its products.

Media studies examines the dynamic role of the media in society, how the media constructs messages about individuals, communities, and cultures and how media products are produced, controlled, and distributed.

Through media studies students gain the knowledge and skills to conceive, plan, design and make media products that engage audiences.

Media studies curriculum guide content

Use the links below to access the sections of this guide. To navigate through the guide's web pages, select from the section and sub-section menu in the left-hand navigation.

- [Rationale](#)
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- [Pedagogy](#)
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To print individual pages, select the 'Print' button at the top right of each page.

To print the complete guide, select the 'Download this guide in PDF format' button. If your browser default is set to automatically open PDF downloads in a PDF reader, the entire guide will open and can then be printed. If not, the entire guide will download into your download folder, where you can then open the document and print. Please note, some guides may be more than 200 pages long.

Rationale

Why study media studies?

The media shapes our understanding of the world, reflecting and communicating aspects of our public and private lives and contributing to the creation of personal, social, cultural, and national identities.

Discover how to make sense of the media.

Media studies challenges and empowers students to analyse and interpret media content and to become more informed and think critically about the media and its role in everyday life.

The media is often controlled by powerful corporate interests. Media makers interpret events and shape how we view the world. Students learn to recognise the things that influence the media.

The media is constantly changing. The progress of technology, mobility, connectivity, and digitisation is generating new channels and media formats. Students are increasingly participating in this dynamic new environment. Through active engagement with the media, they will deepen their awareness of the nature and purpose of these changes.

Create and innovate.

Students develop and project their creativity, learning how to entertain and influence audiences and communicate powerfully using media technologies.

Students contribute to New Zealand culture, expressing their ideas and identities by creating their own media products. They learn to appreciate the aesthetic values of media products and their wider historical and cultural context.

Media studies prepares students for the future.

Students develop the skills to become informed, discriminating citizens in a constantly changing, interconnected world. Through media studies, students explore career pathways in the rapidly growing information, knowledge, entertainment, and communications industries.

[Learning pathways in media studies](#)

Key concepts in media studies

[Key concepts](#) are the big ideas and understandings that we hope will remain with our students long after they have left school.

The following are key concepts/big ideas in media studies.

Mediation

Media texts portray individuals, groups, experiences, ideas, or events from particular ideological or value perspectives, constructing a mediated version of reality. Meanings are shaped by the interaction of media texts with audiences and social contexts.

Communication

Media forms have their own specialist languages and characteristic symbols and structures. Media products have distinctive ways of telling stories, particular narratives, and recognisable genres. The production and distribution technologies of different mediums influence the message and how it is interpreted, not just how we access it. Technological change has an impact on media products and institutions.

Creativity

Media creation incorporates vision, energy, critique, and reflection to produce artistic and aesthetic interpretations. The creative processes in media production draws on individual, group, and community relationships.

What are key concepts?

Key concepts are the ideas and understandings that we hope will remain with our students long after they have left school and have forgotten much of the detail. Key concepts sit above context but find their way into every context.

Students need time and opportunity to explore these concepts, to appreciate the breadth, depth, and subtlety of meaning that attaches to them, to learn that different people view them from different perspectives, and to understand that meaning is not static. By approaching these concepts in different ways and by revisiting them in different contexts within a relatively short time span, students come to refine and embed understandings.

For further information, see Approaches to Building Conceptual Understandings at [Social sciences online](#).

[Return to key concepts main page](#)

Pedagogy for media studies

Pedagogy is the 'how' of teaching. Together with content knowledge, it forms the core of our body of professional knowledge.

This section looks at approaches that are known to work with diverse learners and how teachers can know that their teaching is working.

Teacher actions promoting student learning

Effective media studies teachers use a range of approaches to support student learning. The New Zealand Curriculum offers generic information about effective pedagogy and describes a process for "teaching as inquiry".

This cyclical process provides a framework that can help teachers to plan strategically and respond to the effects of their teaching, that is, to think about how you're teaching and whether it's working. For example: is your teaching teacher directed or is it student directed? Is it whole class, group work or individual work? Is it text centered, discussion based or resource based?

How are you monitoring student engagement? How do you get feedback from your students? Do you informally conference with them? Do you conduct class surveys – online or paper based?

- [An inquiry process for teaching](#)
- [Four mechanisms that facilitate learning in the social sciences](#)
- [Inquiry-based learning](#)
- [Creating an inclusive learning environment](#)
- [Modelling what we value](#)
- [Developing the key competencies in media studies](#)

Assessment in media studies

Good assessment practice, including summative as well as diagnostic and formative assessment, is part of good teaching.

- [Assessing student learning in media studies](#)
- [Media studies and external qualifications](#)
- [Readings and resource materials on assessment](#)

An inquiry process for teaching

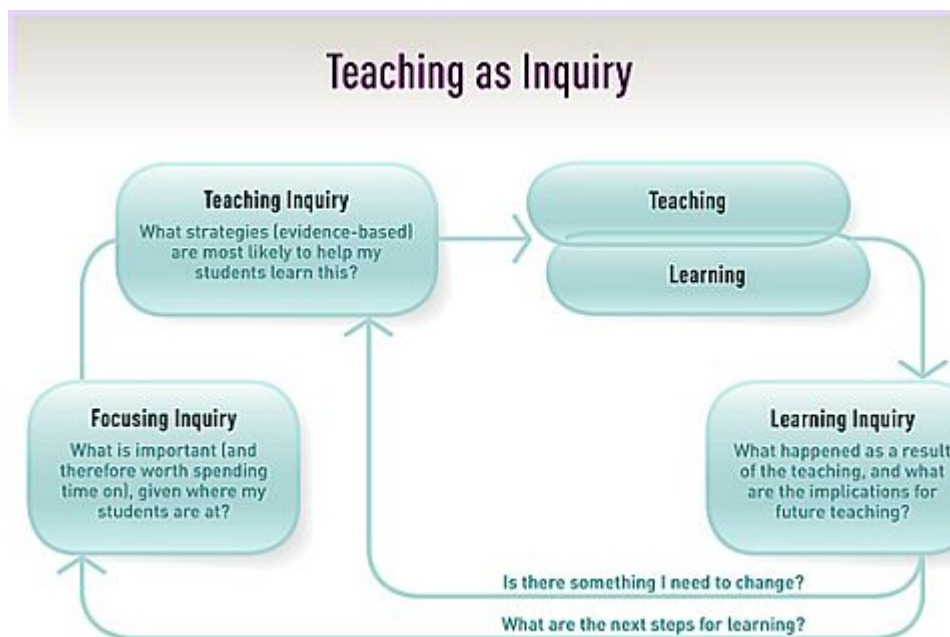
Effective media studies teachers plan strategically, teach, and then modify their teaching in order to better achieve the desired learning. They need to be constantly asking themselves:

- where their students are in their learning
- how they can help them progress
- how their teaching impacts on their students' learning.

They use this information to decide:

- what is it important to be teaching (focusing inquiry)
- what strategies are most likely to help their students learn (teaching inquiry)
- what worked and for whom, and what are the implications for their teaching (learning inquiry).

This cycle of inquiry can help ensure we don't continue to do what is no longer working for particular students or groups of students.



Teaching as inquiry diagram from NZC.

The New Zealand Curriculum offers a brief summary of pedagogical approaches that are applicable to all teaching, including teaching in media studies. For a much more comprehensive but very user-friendly guide, see [Effective Pedagogy in Social Sciences/Tikanga ā Iwi Best Evidence Synthesis Iteration \(BES\)](#). The authors of this synthesis identify four 'mechanisms' that are at the heart of effective teaching and learning.

[Four mechanisms that facilitate learning in the social sciences](#)

Four mechanisms that facilitate learning in the social sciences

The writers of [Effective Pedagogy in Social Sciences/Tikanga ā Iwi: Best Evidence Synthesis Iteration \[BES\]](#) identify four mechanisms that facilitate learning for diverse students in social sciences: connection, alignment, community, and interest.

Each of these mechanisms provides a lens through which we can examine our current practice. Each is backed by evidence that we can use when deciding what to do next.

- [Make connections to students' lives](#)
- [Align experiences to important outcomes](#)
- [Build and sustain a learning community](#)
- [Design experiences that interest students](#)

Make connections to students' lives

This mechanism particularly involves:

- drawing on relevant content
- ensuring inclusive content.

Students' understanding of important ideas and processes is enhanced when the teacher:

- encourages them to use their own experiences as a point of comparison when learning about other people's experiences in different times, places, and cultures
- uses language that is inclusive of all learners and their experiences
- selects resources that make diversity visible and avoid biased and stereotypical representations.

The connections mechanism at work in media studies

Students are more likely to achieve in media studies when they see themselves and their cultures positively reflected in the subject matter and learning contexts and when they have an active role in selecting, creating, and producing media texts from their own investigations, experiences, or interests.

Examples of teacher and student actions

- Investigate the use of media among the students and use this to introduce the key media concepts of mediation and communication.
- Visit a local radio station to introduce them to the concept of target audience.
- Investigate student choices and understandings of different types of television programmes to introduce the concept of genre.
- Investigate why we choose particular magazines. This could be a starting point for co-constructing the learning intentions for exploring conventions in print media.
- Identify cultural diversity in their classroom through their own media use and that of their family/whānau. Use this information to build a 'bank' of media texts that could be investigated as part of a unit of work.
- Identify the cultural diversity in their classroom or college and link this to exploring local and

global media industries and the products they produce, looking at unique dimensions and cultural universals.

- Investigate and produce their own media texts using te reo Māori, or other first languages, to consider ways that the product can reach a wider audience.
- Discuss the students' media use and plan a unit about teenage media consumption, which explores and challenges their original ideas.
- Explore the representation of Pasifika New Zealanders and Māori in the media and reflect, in an online journal, on the impact of such representations for the group and other New Zealanders.
- [Creating an inclusive learning environment](#)

[TOP](#)

Align experiences to important outcomes

This mechanism particularly involves:

- identifying prior knowledge
- aligning activities and resources to intended outcomes
- providing opportunities to revisit concepts and learning processes
- attending to the learning of individual students.

Student understanding of important ideas and processes is enhanced when the teacher accesses relevant prior knowledge, using it to minimise duplication of what is already known and address misunderstandings that could inhibit new learning. If important outcomes are to be achieved, activities and resources need to be aligned to them.

Teachers optimise alignment when they make it transparent to their students, design learning opportunities that are sequenced in response to ongoing assessment, and provide opportunities to revisit important content and processes.

The alignment mechanism at work in media studies

Effective teaching activities build on the intended learning and the key concepts, and are developed in the light of what students already know.

For example, a foundation skill of media studies is the acquisition and development of critical analysis skills through the close reading and production of media texts. Identify what students already know about critical analysis, and can do, and plan activities in response to this. Students need repeated opportunities to develop and apply these skills in a variety of contexts.

Examples of teacher and student actions

- Use extracts of media texts that have been contentious in terms of censorship issues (current and contextual information available from <http://www.censorship.govt.nz>) to lead a discussion about mediation and the value and impact of censorship in New Zealand.
- Use a variety of advertisements from television in the 1960s and 1990s to lead a discussion and critical analysis about the representation of women in New Zealand. Establish what students already know about gender in advertising and then develop a visual representation

of the changes for comparison.

- Consider students' understanding of cultural stereotypes in New Zealand and the way the media affects these by using a variety of New Zealand film extracts (from before and after *Once Were Warriors*) to lead a discussion and critical analysis of the representation of Māori.
- Provide opportunities for students to develop understanding of a text, for example, through viewing sections of a film and having students recreate and then peer critique it on camera or a storyboard.
- Design a radio show or create an online blog or magazine article for their college to learn about copyright and creative commons in relation to their rights and responsibilities. They then show how they have acted on this learning in their work.

[TOP](#)

Build and sustain a learning community

This mechanism particularly involves:

- establishing productive teacher–student relationships
- promoting dialogue
- sharing power with students.

Student understanding of important ideas and processes in the social sciences is enhanced when teachers:

- establish productive relationships with students
- explicitly develop their students' interaction skills
- put in place inclusive practices that acknowledge multiple abilities and contributions
- delegate to students authority to make decisions about their learning
- design tasks and organise experiences that require student–student dialogue and interaction.

The community mechanism at work in media studies

Students often hold highly personalised and passionate opinions about the media (such as a particular genre of film or a favourite television programme) and they need to feel that it is safe to share, propose, and critique diverse ideas, texts, values, and beliefs. Given that media texts themselves are contextualised socially and politically, a supportive learning environment will foster tolerance and acceptance of difference and diversity.

Plan for and encourage student-centred collaboration. Help students to identify and assign roles, and act coherently, as part of a group, particularly when it comes to high-stakes production activities.

Examples of teacher and student actions

- Use dialogue to sustain collaborative learning/ [akō](#): negotiate learning outcomes and success criteria.
- Develop the learning outcome(s) together, making links to the key concepts and what students already understand.
- Give students time to process their learning and put it into practice.

- Provide regular feedback to help students see how well they are progressing towards the learning outcomes.
- Help students lead their own learning; ask them to explain their goals and how they will reach them.
- Give students time to act on feedback, and provide further feedback on that action.
- Work in groups to identify which aspects of texts create particular audience reactions (popularity, controversy, falling appeal). Formulate guiding questions for further inquiry. For example, students may recognise that people like the horror genre because it makes them feel safe as the fear is lived through fantasy.
- Work together to create their own analysis of a film genre to identify and critique genre change. They could present their findings to the class.
- Establish their own success criteria for judging 'polished products'. They create their own film festival/Oscars committee to critique one another's media productions and provide feedback prior to finalising the products for publication or broadcast. They could then compare their developed criteria with the assessment requirements for NCEA.
- Collaborate to design a music video featuring, and collaboratively produced with, their school's kapa haka group.

[Ka Hikitia – Managing for Success: The Māori Education Strategy 2008–2012](#) (Ministry of Education, 2008) suggests that involving students in decision making will invite commitment to their learning.

[TOP](#)

Design experiences that interest students

This mechanism particularly involves:

- meeting diverse motivational needs
- maximising student interest
- using a variety of activities.

Student understanding of important ideas and processes is enhanced when the teacher:

- makes learning as memorable as possible by deliberately designing learning experiences that are sensitive to students' differing interests, motivations, and responses
- provides a variety of experiences that become memorable anchors for learning and subsequent recall
- helps students draw the learning from these experiences.

The interest mechanism at work in media studies

Students are more interested in media studies when text selections, activities, and learning opportunities are relevant to them and their cultural contexts. Students want to have some personal investment in their own learning programmes and to be challenged with new perspectives, knowledge and skills.

Examples of teacher and student actions

- Undertake regular surveys of students' interests, skills, motivations, future aspirations, and

technology use and use this data to identify with students what skills and knowledge they possess against those they wish to acquire.

- Identify areas of interest in contemporary media issues/debates/controversies in each unit and decide together where these could be included for exploration in units of work.
- Select students' own film choices (for example, from YouTube) and explain why they think these are significant to media debates. They then use these as a basis for exploring relevant key concepts. For example, in terms of the concept of communication, how does the cartoon contribute to our discussion of children and television viewing? How does the satire contribute to our understanding of the sitcom genre?

Inquiry-based learning

Inquiry-based learning involves the students in asking questions, gathering information and ideas, examining relevant issues (big ideas), and making systematic attempts to answer the questions they have identified. The questions and possible answers may lead into possible actions.

For example, the students could explore the key concept of mediation by generating focus questions based on the different portrayals of young people that are presented through various media.

These focus questions and possible answers could flow on to actions such as producing a presentation (for example, a podcast) that highlights the bias that the media can have towards or against young people, with reference to New Zealand contexts.

Read more about the social inquiry approach:

Building Conceptual Understandings in the Social Sciences (BCUSS) book Approaches to Social Inquiry (Ministry of Education, 2008). A PDF file is available on [the Social Sciences Online homepage](#).

To order, call 0800 660 662. Quote item number 33017.

Creating an inclusive learning environment

Students are more likely to achieve in media studies when they see their concerns and ideas taken seriously and their cultures valued in subject content and learning contexts.

By recognising that students have a cultural identity and inviting them to share their cultural knowledge in learning contexts, teachers promote *akō*, a teaching–learning relationship in which the teacher also learns from the student.

For the teacher, *akō* involves acknowledging, respecting, and valuing who students are and where they come from and, through deliberate and reflective practice, building on what they bring with them to the learning setting. People of all cultures have skills, knowledge, and qualities that can be built on.

Principles of a kaupapa Māori pedagogy

New Zealand's foundations are bicultural, so *tikanga* Māori should be at the centre of learning and all teaching should be informed by the kaupapa Māori principles identified by Russell Bishop and Ted Glynn (*Culture Counts: Changing Power Relations in Education*, 1999).

Tino rangatiratanga – the right to determine one's own destiny. Parents and children are involved in decision-making processes.

Taonga tuku iho – the treasures from the ancestors, providing a set of principles by which to live our lives.

Ako – a mutual teaching and learning relationship in which the educator is also learning from the student.

Kia piki ake i ngā raruraru o te kāinga – reaches into Māori homes and brings parents and families into the activities of the school.

Whānau – the development of connections with the community to support learning.

Kaupapa – acknowledging and valuing the language and culture in the classroom and chosen contexts.

- [Read more about Te Kotahitanga](#)
- [Read more about the Effective Teaching Profile](#)

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Some suggested contexts and approaches

- Make a promotional webpage for a school or community event or group that used elements of effective websites. The subject might be a profile of the school's kapa haka performance or students' contribution to the Diwali festival celebrations.
- *Ngā toi* (the Arts): Use multi-media techniques (sound, music, imagery) to present an idea important to your family/whānau.
- Collaborate with a local marae on an advertising or film project.

- Invite individual (or groups of) students to choose a context that has particular cultural significance for them.
- Explore the impact of the way the media presents different sides of a local or topical issue through a hui with kaumatua from the local marae.
- Produce a case study of a Māori-owned media communications venture, such as Māori TV.
- Tikanga-ā-lwi: how are the different issues related to Waitangi Day, or another important event in the Māori calendar, presented by the media?
- The use of Te Reo on TV: how has it changed over time?
- Magazines: how has the print industry responded to the needs of Maori or Pasifika readers?
- Films produced in New Zealand that represent different cultures, such as Boy or Sione's Wedding: are there similarities in the way New Zealand film stories are told?
- Exploring waiora (health) and advertising: how effective is public health advertising?
- Explore how cultural tikanga or iconography, such as the haka, has been used in a range of media texts, and consider the impact on Māori culture.
- Produce a short film that would entertain a specifically targeted audience or culture.
- Produce a case study of media genres that are typical to cultures and places to which one or more of your students belong; for example, Bollywood movies (India), or the online representation of nga toi (Māori).
- Explore the way different cultures are represented in news media, and film, and consider how this informs our understanding of different peoples.
- Consider students' understanding of cultural stereotypes in New Zealand, and the way the media affects these. For example, by using a variety of New Zealand film extracts, before and after 1994's *Once Were Warriors*, to lead a discussion and critical analysis of stereotypes/representation of Māori.
- Meet with family and whānau to outline programmes of work and discuss ways in which they might support students in their learning.
- Upskill teachers in terms of pronunciation and familiarity with the concepts that underlie Māoritanga.

For more information of how to create a inclusive classroom environment, refer to [the community mechanism at work in media studies](#).

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Modelling what we value

Social sciences, and therefore media studies, are not values free. Core social science values are closely related to the values found in The New Zealand Curriculum. Students expect to find congruence between the values we promote and the way we teach.

Foster participation

Give students opportunity to be involved in curriculum and classroom decision making (consistent with our advocacy of participatory democracy). For example, [see the mechanism 'build and sustain a learning community'](#).

Reward initiative

Challenge students to set their own goals, manage their own work and share responsibility for group projects. Help them identify the evidence they will need for assessment. Avoid over-specifying and over-controlling.

Encourage innovation, inquiry, and curiosity

Spark curiosity. Engage students in inquiry. Resist the impulse to rescue too soon or to redirect an inquiry that heads somewhere interesting but unexpected.

Consider using an inquiry model such as [Ross Todd's Guided Inquiry model](#) as an example of facilitating effective inquiry.

Respect diversity

Build positive and respectful relationships. Ensure all students feel at home in our classrooms. Encourage and value their ideas, cultural perspectives and contributions.

Promote equity

Build positive and respectful relationships. Help young people put themselves in someone else's shoes. Be credible and fair. Set high standards of care and consideration for others.

Learn together

Learn with your students. Learn from your students. Teaching–learning (ako) is a reciprocal activity. Knowledge sharing (wānanga) is more powerful than one-way information transmission.

Developing the key competencies in media studies

Media studies prepares students to be informed, discriminating citizens in a constantly changing, interconnected world. Developing students' [key competencies](#) is central to this.

Seek ways to actively engage and develop learners' skills in critical analysis of media texts, in thinking creatively by making connections across and beyond media texts, in working collaboratively with others, and in developing the time-critical, self-management skills needed for lifelong learning.

- [Thinking](#)
- [Using language, symbols, and texts](#)
- [Managing self](#)
- [Relating to others](#)
- [Participating and contributing](#)

Thinking

Media studies enables students to think critically.

Students explore their own thinking in relation to media texts, reflecting on the knowledge they bring to the classroom. They develop the skills to critically analyse media texts and make connections to themselves, to audiences, or to the wider society.

Students learn to deliberate about '[the nature of] reason and truth behind events in daily life' [1](#). This environment of social inquiry also extends to the role and function of the media in society.

Teacher actions to foster thinking

- Co-construct with the students the big questions related to the key concepts they wish to pursue in a unit of work; for example, 'How can we account for audience reactions to reality television?'
- Ask open questions and encourage students to develop their own questioning processes; for example, 'From your own experience, what makes social networking so attractive?'
- Actively encourage debate, and provide resources for comparison, to enable students to make connections across texts, or beyond texts to society; for example:
 - 'What relationship might there be between 9/11 and the popularity of the super-hero film genre post 9/11?'
 - 'What connections can be made to the popularity of the musical during the Second World War?'

See also [Inquiry-based learning](#).

[TOP](#)

Using language, symbols, and texts

Media studies enables students to deconstruct the language of media products and media texts

and examine how individuals, audiences and societies participate in the co-construction of meaning.

Making meaning from the texts is integral to media studies. Students learn to interpret the specialised languages of different media and use these languages to produce their own texts, using a wide range of media technologies.

Teaching and learning strategies that involve new media technologies (such as blogging and podcasting) allow students new ways to access and decode information and communicate effectively with others.

Teacher actions to foster using language, symbols, and texts

- Co-construct and design a glossary of media language that could be created online and used by other media students.
- Select language features from different mediums and identify similarities and differences in how the symbols and language are used.

Students could:

- work in groups to develop interpretations of media texts and compare their language features
- create and teach a junior media class basic film language using various technologies
- analyse language techniques used in a cartoon and translate and apply these to create a film storyboard.

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Managing self

Media studies enables students to manage their own productivity, for example, when planning for and meeting production deadlines. Students learn to develop their own management skills and relate to others.

Media products often require both individual and collective work, frequently in different locations. Individuals need to be able to respond flexibly and responsibly to a multitude of diverse and often simultaneous tasks.

Regularly involve students in self-assessment (see also [Assessing student learning in media studies](#)).

Teacher actions to foster managing self

- Model planning and tracking tools that students can adapt or modify to suit their own needs.
- Explore forward thinking with students and develop strategies for responding to anticipated demands or problems, such as in media production.
- Facilitate student self-evaluation, based on the learning intentions and success criteria, and review strategies used during production processes so the student can develop skills in project management.

Students could:

- monitor their own and their group's planning and decision making during media production activities by asking inquiring questions (for example, recording a production meeting, reviewing, and questioning how decisions were reached)
- pre-plan the investigation of a local community issue through allocating roles, identifying interviewees, arranging recording mechanisms, finalising a time frame for completion to broadcast standard, and reviewing points to assess progress
- work as an editorial committee to organise 'round' reporters for various areas of school curriculum and extra-curricular activities, then collect, organise and edit contributions to a new college newsletter.

[TOP](#)

Relating to others

Media studies enables students to collaborate with others and meet the tight demands of media production. They develop abilities and skills to work in teams, in groups, and in wider social settings. They learn to interact with diverse media environments, social groups and enterprises that create media products.

Reflect this diversity in the use of media texts and the encouragement of open debate. For example, the creation of a magazine not only requires positive relationships with others involved in its production, but also requires skills in relating to the individuals being interviewed for reports and feature stories.

Students learn to be tolerant of oppositional views being freely and fairly expressed, and develop cultural awareness and knowledge that will allow them to communicate effectively with diverse audiences.

Teacher actions that foster relating to others

- Encourage students to utilise their own cultural heritages and languages in their studies of film or in the creation of media products.
- Support media production groups to work together to meet goals, for example, by having production meetings, conflict resolution strategies, goal setting versus goal change, timeline development, and checkpoints.
- Encourage students to keep journals of production challenges and share these responses in a way that constructively manages these issues.

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Participating and contributing

Media studies requires students to participate, contribute, and relate to others as they engage with production work, class discussion, and critical analysis of media texts.

Commercial media products are rarely produced by a single person. Student media products replicate real-world collaborative practices.

Students learn they are both audience and participant in relation to online media. For example,

citizen journalism has demonstrated a high level of participation and community engagement in social issues, news events, and media product creation.

Students can also participate and contribute in the context of their wider community, for example, they could screen their short films at local film festivals, design advertisements for community groups, or produce a documentary that raises awareness about a local issue

Teacher actions that foster participating and contributing

- Engage and participate in media debates, either in the classroom or online.
- Co-construct a unit of work for study, such as the music video and popular culture.

Students could:

- make connections to their college council and participate and contribute to a college publication
- work with local iwi to develop a film promoting te reo Māori to the college's wider community
- create a series of articles based on identified issues for teenagers in the local community – self-defence, staying safe on the Internet, how to handle peer pressure, or youth health issues.

Footnotes

1. Halonen, J. S. (1995). Demystifying critical thinking. *Teaching of Psychology*, vol. 22 part 1, pages 75–80.

Assessing student learning in media studies

Assessment is bigger than NCEA. It is the means (provides the evidence) by which we are able to judge how effective our teaching is, and for whom. And it is the means by which students can measure their progress.

Teaching is only about motivating and supporting the student to make considered and reflective decisions about his or her learning. The learner is at the heart of it all.

Diagnostic and formative assessment

Effective teachers use diagnostic and formative assessment:

- to identify different students' strengths and needs
- to provide detailed and thorough measurement of students' progress
- to identify the impacts of their teaching and the implications for future teaching.

Effective learning comes from a learning-focused relationship between teacher and student. Absolum (2006) suggests there will be:

- shared clarity about next steps for learning
- promotion of further learning
- clarity about what is to be learned and why
- assessment for learning
- active reflection.

What might this look like in the media studies classroom?

Teachers could:

- share, discuss, and even co-construct success criteria with their students
- wait longer for answers to questions and ask more open-ended questions
- use peer and self-marking equally alongside teacher marking
- give feedback in relation to success criteria and feed-forward that clearly articulates the next steps for learning
- use a variety of modes of assessment to allow students to demonstrate understanding within their area of strength (for example, podcasts, visual presentations, and written reports are different modes of assessment that will advantage or disadvantage learners according to their individual strengths).

Media studies focuses on how students learn as well as what they learn. How can you show the process by which their learning develops? What is the evidence of this process? What has happened for the student? What are the wider outcomes?

Evidence for an effective media studies assessment may include the student's plan, their journal or online log, evidence (for example, photographs) that they have carried out their planned actions, and their written evaluations of their work.

Involve students in their own assessment

Knowing what is expected of them strengthens the ability of media studies students to judge when they have got there and contributes to developing their ability to manage self.

Base formative assessment on shared learning intentions and explicit success criteria, developed through quality discourse and learning conversations and reinforced by focused feedback.

Peer and self-assessment exercises, opportunities for reflection together with attention to the processes of reflection, and journals or portfolios are all useful tools to help students benefit from assessment information. Students could keep blogs or visual diaries as formative and even summative assessment tools.

Students in pairs or small groups could grade or annotate exemplar scripts then compare their evaluations with the actual rankings in class discussion.

In addition to teacher assessment and self-evaluation, students may also find it useful to seek feedback from other people (extended family, people in the community). E-portfolios, blogs, and websites are useful tools for collaborative sharing and feed-forward.

Media studies and external qualifications

At the time of publication, achievement standards were in development to align them with The New Zealand Curriculum. Please ensure that you are using the correct version of the standards by going to the [NZQA website](#).

Aligned level 1 achievement standards were registered for use in 2011 and level 2 for use in 2012; level 3 will be registered for use in 2013.

Full information on the draft standards and the alignment process can be found on [TKI: Alignment of NCEA standards with The New Zealand Curriculum](#).

NCEA achievement standards

These standards are designed for use in a media studies programme or in other integrated or subject programmes of work at years 12 or 13. Most of the standards can be used to assess learning in a local context.

Guidance on NCEA achievement standards:

- [Level 1](#) | [Level 2](#) | [Level 3](#)
- [Using local contexts for internal assessments](#)

Level 1

Literacy requirements in media studies at level 1

In 2011, six level 1 media studies standards meet the criteria for level 1 literacy, and one of these also meets the requirements for level 1 numeracy. Media studies teachers will need to give special attention to deliberately teaching academic reading and writing skills. These skills include acquiring vocabulary particular to the subject of media studies and developing an understanding of the demands of particular writing genres for media, such as arguments, instructional texts, and explanations.

- [Literacy requirements for level 1](#)

AS90989 Media studies 1.1 Demonstrate understanding of how individuals interact with the media; Internal, 3 credits.

This standard is intended to meet level 1 numeracy and literacy requirements. It can be used for assessing learning against [LO 6.1](#).

AS90990 Media studies 1.2 Demonstrate understanding of selected elements of media text(s); Internal, 3 credits.

This standard is intended to meet level 1 literacy requirements. It can be used for assessing learning against [LO 6.2](#).

AS90991 Media studies 1.3 Demonstrate understanding of the media coverage of a current issue or event; External, 4 credits.

This standard is intended to meet level 1 literacy requirements. It can be used for assessing learning against [LO 6.1](#) and [LO 6.2](#).

This standard might be integrated with assessment for AS90989 Media studies 1.1 Demonstrate understanding of how individuals interact with the media, Internal, 3 credits; and AS90990 Media studies 1.2 Demonstrate understanding of selected elements of media text(s), Internal, 3 credits.

AS90992 Media studies 1.4 Demonstrate understanding of characteristics of a media genre; External, 4 credits.

This standard is intended to meet level 1 literacy requirements. It can be used for assessing learning against [LO6.2](#) and [LO 6.3](#).

AS90993 Media studies 1.5 Produce a design and plan for a media product using a specified range of conventions; Internal, 3 credits.

This standard can be used for assessing learning against [LO 6.2](#) and [LO 6.3](#).

AS90994 Media studies 1.6 Complete a media product from a design and plan using a specified range of conventions; Internal, 6 credits.

This standard can be used for assessing learning against [LO 6.2](#) and [LO 6.3](#).

AS90995 Media studies 1.7 Demonstrate understanding of rules that govern the media in New Zealand; Internal, 3 credits.

This standard is intended to meet level 1 literacy requirements. It can be used for assessing learning against [LO 6.1](#).

AS90996 Media studies 1.8 Write media texts for a specific target audience; Internal, 3 credits.

This standard is intended to meet level 1 literacy requirements. It can be used for assessing learning against [LO 6.2](#).

[TOP](#)

Level 2

AS91248 Media studies 2.1 Demonstrate understanding of the relationship between a media product and its audience; External, 3 credits.

This standard can be used for assessing learning against [LO 7.1](#), [LO 7.2](#), and [LO 7.3](#).

AS91249 Media studies 2.2 Demonstrate understanding of narrative in media texts; Internal, 4 credits.

This standard can be used for assessing learning against [LO 7.2](#).

AS91250 Media studies 2.3 Demonstrate understanding of representation in the media. Internal, 3 credits.

This standard can be used for assessing learning against [LO 7.1](#) and [LO 7.2](#).

AS91251 Media studies 2.4 Demonstrate understanding of an aspect of a media genre; External, 4 credits.

This standard can be used for assessing learning against [LO 7.1](#), [LO 7.2](#), and [LO 7.3](#).

AS91252 Media studies 2.5 Produce a design and plan for a developed media product, using a range of conventions; Internal, 4 credits.

This standard can be used for assessing learning against [LO 7.1](#) and [LO 7.3](#).

AS91253 Media studies 2.6 Complete a developed media product from a design and plan using a range of conventions; Internal, 6 credits.

This standard can be used for assessing learning against [LO 7.2](#) and [LO 7.3](#).

AS91254 Media studies 2.7 Demonstrate understanding of an ethical issue in the media; Internal, 3 credits.

This standard can be used for assessing learning against [LO 7.1](#) and [LO 7.2](#).

AS91255 Media studies 2.8 Write developed media text for a specific target audience; Internal, 3 credits.

[TOP](#)

Level 3

- AS91490 Media studies 3.1 Demonstrate understanding of an aspect of a media industry; External, 4 credits.
- AS91491 Media studies 3.2 Demonstrate understanding of the meaning of a media text through different readings; Internal, 3 credits.
- AS91492 Media studies 3.3 Demonstrate understanding of the media representation of an aspect of New Zealand culture or society; Internal, 3 credits.
- AS91493 Media studies 3.4 Demonstrate understanding of a relationship between a media genre and society; External, 4 credits.
- AS91494 Media studies 3.5 Produce a design for a media product that meets the requirements of a brief; Internal, 4 credits.
- AS91495 Media studies 3.6 Produce a media product to meet the requirements of a brief; Internal, 6 credits.
- AS91496 Media studies 3.7 Demonstrate understanding of a significant development in the media; Internal, 3 credits.
- AS91497 Media studies 3.8 Write a media text to meet the requirements of a brief; Internal, 3 credits.

Structuring a media studies scholarship programme

- Students may sit a university paper extramurally or locally through [STAR \(the Secondary Tertiary Alignment Resource\)](#).
- They might participate in a Scholarship wiki or a shared class with other students locally or nationally.
- Regions could consider running seminars and tutorials regularly for Scholarship students

across a number of schools.

- A scholarship student's blog could be networked so that scholarship students can provide peer feedback and engage in discussion alongside comment from teachers.
- An online forum could be used to host discussion on particular or ongoing topics.
- Guest speakers could be invited at regular intervals to address a group of students from a number of schools.
- A local or national essay writing competition around media trends or issues might provide a forum for students to further their writing skills in a meaningful context.

The scholarship performance standards and assessment specifications are located at [New Zealand Scholarship subjects](#).

[TOP](#)

Using local contexts for internal assessments

Several schools report students achieving higher levels of success in NCEA achievement standards when the focus has been on issues in local contexts. This means that teachers take into account a range of factors, such as the culture, gender, literacy needs, and specific learning differences and styles, when they choose texts or assessment contexts for their students. This may mean that teachers need to change assessment contexts or texts each year. For example, the horror genre may not be an appropriate choice for a class, or local issues might provide rich ground for exploration.

Learning contexts for media studies and other programme suggestions are covered in the section [Learning programme design](#).

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Cross-curricular learning and external qualification

A media studies programme that involves two or more learning areas allows teachers to assess students against a number of possible achievement standards. This section suggests a variety of outcomes that are based on media studies learning objectives and could be assessed using achievement standards from other subjects.

Note: At the time of publication, the NCEA achievement standards were in development, to align them with the New Zealand Curriculum. Please ensure that you are using the correct version of the standards by going to [the NZQA website](#).

Aligned level 1 achievement standards will be registered by NZQA for use in 2011, Level 2 in 2012 and Level 3 in 2013.

Full information on the draft standards and the alignment process can be found on [TKI-NCEA](#).

Some examples of integrated assessment

1.1: Demonstrate understanding of how individuals interact with the media. (internal, 3 credits)

This standard might be integrated with assessment for the following:

- English 1.9: Use information literacy skills to form conclusion(s).
- History 1.2: Demonstrate understanding of a historical event, or place, of significance to New Zealanders.
- History 1.4: Demonstrate understanding of different perspectives of people in a historical event of significance to New Zealanders.

The context is a historical event of significance to New Zealanders. A historical investigation of media accounts of the Springbok tour could be combined with a media investigation into how people used, and interacted with, the media to understand the Springbok tour. Points of view could be collected from [NZ on Screen](#) content such as Children of the Revolution and older staff at school or outside people the student knows.

1.2: Demonstrate understanding of selected elements of media text(s). (internal, 3 credits)

This standard might be integrated with assessment for the following:

- English 1.2: Show understanding of specified aspect(s) of studied visual or oral text(s), using supporting evidence.
- English 1.11: Show understanding of visual and/or oral text(s) through close viewing and/or listening, using supporting evidence.

1.5: Produce a design and plan for a media product using a specified range of conventions. (internal, 3 credits) and 1.6: Complete a media product using a specified range of conventions, from a design and plan. (internal, 6 credits)

These standards might be integrated with assessment for the following:

- English 1.6: Construct and deliver an oral text.
- English 1.7: Create a visual text. (Students could pitch their design and plan as an oral presentation to the class.)
- English 1.9: Use information literacy skills to form conclusion(s).
- English 1.5: Produce formal writing. (For example, students could present their design and plan as a written report.)
- Visual Arts 1.4: Produce a body of work informed by established practice, which develops ideas, using a range of media.
- Visual Arts 1.5: Produce a finished work that demonstrates skills appropriate to cultural conventions.

Readings and resource materials on assessment

Information about effective pedagogy, including the process for teaching as inquiry, can be found in [The New Zealand Curriculum](#) (pages 34–36).

Specific approaches or mechanisms for teaching the social sciences are described on pages 54–55 of [Effective Pedagogy in Social Sciences/Tikanga ā Iwi: Best Evidence Synthesis Iteration \(BES\)](#) (Ministry of Education, 2009).

See the [Learning programme design](#) section of this guide for suggestions on how to plan media studies programmes.

See [The New Zealand Curriculum](#) (pages 39–41) for a discussion of assessment in relation to school curriculum design and review.

[Assessment online](#)

- This key community covers assessment in the classroom, effective use of evidence, and reporting to families and whānau. It offers news, assessment tools and resources, research, a glossary, FAQ, and related links.
- The linked site [Consider the evidence](#) promotes ‘evidence-driven decision making for secondary schools’ and supports secondary educators in making best use of evidence to improve student achievement.
- For a view of how assessment can best serve learning, see [Directions for assessment in New Zealand](#), a report by Michael Absolum, Lester Flockton, John Hattie, Rosemary Hipkins, and Ian Reid (also available as a Word or PDF file).

[The New Zealand Qualifications Authority \(NZQA\)](#)

- Further information on assessing with unit standards can be found on the NZQA website. See the [NCEA subject resource pages](#) for more details.
- NCEA [assessment resources](#) are available on the NCEA on TKI website.

Learning objectives

As The New Zealand Curriculum does not have achievement objectives for media studies, learning objectives have been developed to describe the intended outcomes.

- [Strands](#)
- [Progression](#)
- [Indicators](#)
- [Context elaborations](#)
- [Assessment for qualifications](#)
- [Learning objectives](#)

Strands

The following three strands are used to structure the learning objectives for media studies.

Media in society

Students explore how the media operates within societal contexts and how they themselves can understand the place of media in society. These societal contexts can include historical, economic, social, cultural, and political perspectives.

Students learn to understand their own relationship with the media in order to act as 'critical, active, informed and responsible citizens' (NZC).

Reading media texts

Students study, and apply, media language and media texts. The analysis of the content of media texts, using appropriate media terminology, gives students the ability to understand how meanings are created in texts. Students look at groups of texts (genre), structures of texts (narrative), and they learn the skills of close reading so they can respond to the products of others as well as their own.

Media production

Students learn to make media products that can entertain, inform, and challenge. They explore, develop, and communicate ideas through the development of their skills in the use of media technology. In the process, they use language, symbols, and structures to create meaning. In reflecting on their own and others' products, students develop their production skills.

[TOP](#)

Progression in media studies

As they move from level 6 to level 8, students' grasp and application of media studies concepts becomes increasingly sophisticated. The focus shifts from exploring their own and others' media use to examining and evaluating the place of media in society. They interact with and produce an

ever-wider variety of media texts. They learn to interpret layers of meaning in complex texts. They learn to rely less on teacher guidance and to work independently and collaboratively to critique and produce media products.

[TOP](#)

Indicators

Indicators are examples of the behaviours and capabilities that a teacher might expect to observe in a student who is achieving at the appropriate level. Teachers may wish to add further examples of their own.

Context elaborations

Context elaborations are possible contexts for learning, with a suggestion of how they might be used with the focus achievement objective.

The listed context elaborations are examples only. Teachers can select and use entirely different contexts in response to local situation, community relevance, and students' interests and needs.

[TOP](#)

Assessment for qualifications

At the time of publication, achievement standards were in development to align them with The New Zealand Curriculum. Please ensure that you are using the correct version of the standards by going to the [NZQA website](#).

Aligned level 1 achievement standards were registered for use in 2011 and level 2 for use in 2012; level 3 will be registered for use in 2013.

Full information on the draft standards and the alignment process can be found on [TKI: Alignment of NCEA standards with The New Zealand Curriculum](#).

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Media studies learning objectives

Following are the media studies learning objectives by level and strand. Click on the learning objective for possible concept links, indicators, possible context elaborations, and relevant achievement standards.

[Level 6](#) | [Level 7](#) | [Level 8](#)

Level 6

Students will gain knowledge, skills, and experience to:

Media in society

- [Explore media concepts.](#)

Reading media texts

- [Explore language in media texts.](#)

Media production

- [Explore media conventions and technology to create media.](#)

Level 7

Students will gain knowledge, skills, and experience to:

Media in society

- [Examine media contexts.](#)

Reading media texts

- [Examine meaning in media texts.](#)

Media production

- [Apply knowledge of media conventions and technology to create media.](#)

Level 8

Students will gain knowledge, skills, and experience to:

Media in society

- [Evaluate media contexts.](#)

Reading media texts

- [Evaluate meaning in media texts.](#)

Media production

- [Apply understanding of media conventions and technology to craft media.](#)

Learning objective 6.1

Students will gain knowledge, skills, and experience to:

- explore media concepts.

Possible concept links

- Media in society
- Reading media texts
- Media production
- [Key concepts in media studies](#)

Indicators

- Explains own and other's media use.
- Explains the relationship between an aspect of media and society.

Possible context elaborations

- Exploring the way we use social networking sites: how does this form of communication shape our relationships?
- How the media presents celebrity: to what extent does the media affect public reaction?
- Growth of the Internet: how have newspapers adapted?
- Digital natives and digital immigrants: is people's use of the media dependent on how old they are?
- A local matter: how does the media present different sides of the issue?
- Film classification: why is it important?
- The Internet can be a dangerous world: do young people need more rules to keep them safe online?
- What forms of new media do students participate in and how do they participate?

Possible achievement standards

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Learning objective 6.1 can be assessed using the following achievement standards:

- AS90989 Media studies 1.1 Demonstrate understanding of how individuals interact with the media; Internal, 3 credits.
- AS90991 Media studies 1.3 Demonstrate understanding of the media coverage of a current issue or event; External, 4 credits.
- AS90995 Media studies 1.7 Demonstrate understanding of rules that govern the media in New Zealand; Internal, 3 credits.
- [Media studies and external qualifications](#)
- [Level 1 media studies – NCEA standards](#)

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Learning objective 6.2

Students will gain knowledge, skills, and experience to:

- explore language in media texts.

Possible concept links

- Reading media texts
- [Key concepts in media studies](#)

Indicators

- Identifies and describes media conventions in a range of media texts.
- Responds to a range of media texts.

Possible context elaborations

- Fantasy films: what is distinctive about them?
- Video games: how do they appeal to teenagers?
- Comics: how do they convey a narrative?
- The Internet has so many different types of sites: are there any conventions in online media?
- To what extent is Māori television similar to, and different from, TV One or TV Two?
- The school's website: is it a typical site, and how useful is it?
- Targeted advertising: how is this changing the way businesses reach people?
- Magazines and billboards: how do these forms of advertising differ in the way they try to reach their audience?
- Newspapers/magazines: do the narratives of similar stories change?
- Different versions of the same film trailer: do the ideas presented change when the medium of delivery changes?

Possible achievement standards

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Learning objective 6.2 can be assessed using the following achievement standards:

- AS90989 Media studies 1.1 Demonstrate understanding of how individuals interact with the

- media; Internal, 3 credits.
- AS90990 Media studies 1.2 Demonstrate understanding of selected elements of media text(s); Internal, 3 credits.
- AS90991 Media studies 1.3 Demonstrate understanding of the media coverage of a current issue or event; External, 4 credits.
- AS90992 Media studies 1.4 Demonstrate understanding of characteristics of a media genre; External, 4 credits.
- AS90993 Media studies 1.5 Produce a design and plan for a media product using a specified range of conventions; Internal, 3 credits.
- AS90994 Media studies 1.6 Complete a media product from a design and plan using a specified range of conventions; Internal, 6 credits.
- AS90996 Media studies 1.8 Write media texts for a specific target audience; Internal, 3 credits.

- [Media studies and external qualifications](#)
- [Level 1 media studies – NCEA standards](#)

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Learning objective 6.3

Students will gain knowledge, skills, and experience to:

- explore media conventions and technology to create media.

Possible concepts links

- Reading media texts
- Media production
- [Key concepts in media studies](#)

Indicators

- Contributes to the planning of a media product.
- Contributes to the production of a media product.

Possible context elaborations

- A radio advertisement: using the conventions of radio advertising as a starting point, plan using a blog/journal/video log or similar.
- A music video: collaborate with a group to investigate music video conventions, then plan and create a promotion for a school or community band.
- Make a promotional web page for a school or community event or group that uses elements of effective websites. The subject might be a profile of the school's kapa haka performance or the record of the rugby teams' successes.
- Critique a page on the school's website and design a new one that will appeal to the different cultures that are represented in the school. How might the website 'speak to' families from Pasifika, Asian or Māori cultures, for example?
- Ngā toi (the Arts): Use multimedia techniques (sound, music, imagery) to present an idea important to your family/whānau.
- Track your progress in film as you learn a new skill or explore a local issue using a multimedia diary.
- This is how you do it: plan and design an instructional video that would guide people who are learning about a skill or an idea for the first time. Each student can choose the topic on which they would like to present.

Possible achievement standards

At the time of publication, achievement standards were in development to align them with The New Zealand Curriculum. Please ensure that you are using the correct version of the standards by going to the [NZQA website](#).

Aligned level 1 achievement standards were registered for use in 2011 and level 2 for use in 2012; level 3 will be registered for use in 2013.

Full information on the draft standards and the alignment process can be found on [TKI: Alignment of NCEA standards with The New Zealand Curriculum](#).

Learning objective 6.3 can be assessed using the following achievement standards:

- AS90992 Media studies 1.4 Demonstrate understanding of characteristics of a media genre; External, 4 credits.
- AS90993 Media studies 1.5 Produce a design and plan for a media product using a specified range of conventions; Internal, 3 credits.
- AS90994 Media studies 1.6 Complete a media product from a design and plan using a specified range of conventions; Internal, 6 credits.
- [Media studies and external qualifications](#)
- [Level 1 media studies – NCEA standards](#)

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Learning objective 7.1

Students will gain knowledge, skills, and experience to:

- examine media contexts.

Possible concept links

- Media in society
- Reading media texts
- Media production
- [Key concepts in media studies](#)

Indicators

- Discusses the context in which media is produced, distributed, and consumed.
- Discusses the relationship between an aspect of media and society.

Possible context elaborations

- Men in magazines: how are they represented? Women in music videos: how are they represented?
- Television: what is the relationship between television programmes and their target audiences?
- Creative commons: how has its role in content creation changed the way we think about what we publish?
- It's good to be green: how are the narratives of environmental issues presented in the media?
- Film: how does the narrative of the traditional Hollywood film differ from other feature films?
- Film: how does genre shape what we see at the movies?
- Tikanga-ā-Iwi: how are the different issues related to Waitangi Day (or another important event in the Māori calendar) presented by the media?
- Traditional film versus online video sharing: why do we still want to see movies at the cinema if anyone can now make a film?

Possible achievement standards

At the time of publication, achievement standards were in development to align them with The New Zealand Curriculum. Please ensure that you are using the correct version of the standards by going to the [NZQA website](#).

Aligned level 1 achievement standards were registered for use in 2011 and level 2 for use in 2012; level 3 will be registered for use in 2013.

Full information on the draft standards and the alignment process can be found on [TKI: Alignment of NCEA standards with The New Zealand Curriculum](#).

Learning objective 7.1 can be assessed using the following achievement standards:

- AS91248 Media studies 2.1 Demonstrate understanding of the relationship between a media product and its audience; External, 3 credits.
- AS91249 Media studies 2.2 Demonstrate understanding of narrative in media texts; Internal, 4 credits.
- AS91250 Media studies 2.3 Demonstrate understanding of representation in the media; Internal, 3 credits.
- AS91251 Media studies 2.4 Demonstrate understanding of an aspect of a media genre; External, 4 credits.
- AS91254 Media studies 2.7 Demonstrate understanding of an ethical issue in the media; Internal, 3 credits.

- [Media studies and external qualifications](#)
- [Level 2 media studies – NCEA draft standards](#)

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Learning objective 7.2

Students will gain knowledge, skills, and experience to:

- examine meaning in media texts.

Possible concept links

- Reading media texts
- [Key concepts in media studies](#)

Indicators

- Discusses media conventions in a range of media texts.
- Discusses a range of media texts.

Possible context elaborations

- Lighting: how is it used to convey meaning in horror films?
- Sitcom families: how has their portrayal changed over time?
- The use of te reo Māori on TV: how has it changed over time?
- Magazines: how has the style of favourite New Zealand magazines changed over time?
- TV: how has reality television changed to meet audience demands?
- Film: how has the science fiction film changed over time?
- Film: how has the horror film changed over time?
- Magazines: how has the print industry responded to the needs of Māori or Pasifika readers?
- Film: are there similarities in the way New Zealand film stories are told?
- Music videos: how do musicians use music videos to promote political or social issues? For example, Smashproof and Brother or Michael Jackson's second video for They Don't Really Care About Us.
- TV serials (for example ER, Lost, or Flash Forward): record, in a blog or similar, how a significant character develops over the course of a season.
- Film genre: create a film trailer to demonstrate understanding of a film genre.

Possible achievement standards

At the time of publication, achievement standards were in development to align them with The New Zealand Curriculum. Please ensure that you are using the correct version of the standards by going to the [NZQA website](#).

Aligned level 1 achievement standards were registered for use in 2011 and level 2 for use in 2012; level 3 will be registered for use in 2013.

Full information on the draft standards and the alignment process can be found on [TKI: Alignment of NCEA standards with The New Zealand Curriculum](#).

Learning objective 7.2 can be assessed using the following achievement standards:

- AS91249 Media studies 2.2 Demonstrate understanding of narrative in media texts; Internal, 4 credits.
- AS91251 Media studies 2.4 Demonstrate understanding of an aspect of a media genre; External, 4 credits.
- [Media studies and external qualifications](#)
- [Level 2 media studies – NCEA draft standards](#)

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Learning objective 7.3

Students will gain knowledge, skills, and experience to:

- apply knowledge of media conventions and technology to create media.

Possible concept links

- Reading media texts
- Media production
- [Key concepts in media studies](#)

Indicators

- Plans a media product that demonstrates knowledge of media conventions and technology.
- Produces a media product that demonstrates knowledge of media conventions and technology.

Possible context elaborations

- A magazine feature article: peer review the proposed treatment with another production group.
- A short film about local issues: produce and screen at a community night.
- Using web 2.0 tools: create and sustain a blog, or similar, about an important issue. Work with your peers to support one another's writing.
- Plan, peer-critique, and create two advertisements for the same product that target different audiences. This could be done in groups: one group with one audience and another group with the second audience.
- Create a promotional DVD of identified school highlights to go with the school yearbook.

Possible achievement standards

At the time of publication, achievement standards were in development to align them with The New Zealand Curriculum. Please ensure that you are using the correct version of the standards by going to the [NZQA website](#).

Aligned level 1 achievement standards were registered for use in 2011 and level 2 for use in 2012; level 3 will be registered for use in 2013.

Full information on the draft standards and the alignment process can be found on [TKI: Alignment of NCEA standards with The New Zealand Curriculum](#).

Learning objective 7.3 can be assessed using the following achievement standards:

- AS91252 Media studies 2.5 Produce a design and plan for a developed media product, using a range of conventions; Internal, 4 credits.

- AS91253 Media studies 2.6 Complete a developed media product from a design and plan using a range of conventions; Internal, 6 credits.
- AS91255 Media studies 2.8 Write developed media text for a specific target audience; Internal, 3 credits.
- [Media studies and external qualifications](#)
- [Level 2 media studies – NCEA draft standards](#)

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Learning objective 8.1

Students will gain knowledge, skills, and experience to:

- evaluate media contexts.

Possible concept links

- Media in society
- Reading media texts
- Media production
- [Key concepts in media studies](#)

Indicators

- Evaluates the context in which media is produced, distributed, and consumed.
- Evaluates the relationship between an aspect of the media and society.

Possible context elaborations

- Piracy: how effectively is the New Zealand music industry reacting?
- Dystopian films: to what extent have these changed as a result of 9/11?
- New Zealand movies: how far do these present a realistic depiction of who we are?
- Exploring waiora (health) and advertising: how effective is public health advertising?
- The media in disaster zones: to what extent do ethical and moral tensions affect the way the media depicts catastrophes?
- Gender roles in video gaming: to what extent do storylines thrive on stereotyping people?
- In the Internet age, media shouldn't be governed by rules: how far is this true?
- How far have children's television programmes within the New Zealand television industry responded to concerns about violence and its effects?
- To what extent has the New Zealand film industry changed since the development of Peter Jackson's post-production industry?
- How has New Zealand radio changed since Radio Hauraki? And to what extent does it reflect social change?
- Conduct an investigation into the extent to which web 2.0 tools have changed the classroom environment for teachers and students.

Possible achievement standards

At the time of publication, achievement standards were in development to align them with The New Zealand Curriculum. Please ensure that you are using the correct version of the standards by going to the [NZQA website](#).

Aligned level 1 achievement standards were registered for use in 2011 and level 2 for use in 2012; level 3 will be registered for use in 2013.

Full information on the draft standards and the alignment process can be found on [TKI: Alignment of NCEA standards with The New Zealand Curriculum](#).

- AS91490 Media studies 3.1 Demonstrate understanding of an aspect of a media industry; External, 4 credits.
- AS91491 Media studies 3.2 Demonstrate understanding of the meaning of a media text through different readings; Internal, 3 credits.
- AS91492 Media studies 3.3 Demonstrate understanding of the media representation of an aspect of New Zealand culture or society; Internal, 3 credits.
- AS91493 Media studies 3.4 Demonstrate understanding of a relationship between a media genre and society; External, 4 credits.
- AS91494 Media studies 3.5 Produce a design for a media product that meets the requirements of a brief; Internal, 4 credits.
- AS91495 Media studies 3.6 Produce a media product to meet the requirements of a brief; Internal, 6 credits.
- AS91496 Media studies 3.7 Demonstrate understanding of a significant development in the media; Internal, 3 credits.
- AS91497 Media studies 3.8 Write a media text to meet the requirements of a brief; Internal, 3 credits.
- [Media studies and external qualifications](#)

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Learning objective 8.2

Students will gain knowledge, skills, and experience to:

- evaluate meaning in media texts.

Possible concept links

- Reading media texts
- [Key concepts in media studies](#)

Indicators

- Evaluates media conventions in a range of media texts.
- Evaluates a range of media texts.

Possible context elaborations

- Present two readings of a media text in a seminar: in the conclusion, evaluate which reading is more compelling and give reasons.
- Develop two different readings of a film, in pairs, and record a commentary for part of a film, to reflect the two readings.
- The Chief Censor has asked you to give two readings of a film text to assist him or her in making a decision about an audience rating.
- Examine a range of media texts on the All Blacks and present two readings of one text of your choice.
- Explore how the haka has been used in a range of media texts and provide two readings.
- A local company has asked you to evaluate and provide two readings about the audience impact of their latest advertising campaign.
- As a student member of the school's curriculum review committee, provide two readings of a film text about New Zealand society to show how media studies helps students develop understandings about citizenship.
- Compare and contrast dystopian films, pre- and post-9/11. Explore the development of the genre to evaluate how well these films reflect social change.
- Compare and contrast a number of local school yearbooks and present a report to the yearbook editor of possible changes to better suit the school audience.

Possible achievement standards

At the time of publication, achievement standards were in development to align them with The New Zealand Curriculum. Please ensure that you are using the correct version of the standards by going to the [NZQA website](#).

Aligned level 1 achievement standards were registered for use in 2011 and level 2 for use in 2012; level 3 will be registered for use in 2013.

Full information on the draft standards and the alignment process can be found on [TKI: Alignment of NCEA standards with The New Zealand Curriculum](#).

- AS91490 Media studies 3.1 Demonstrate understanding of an aspect of a media industry; External, 4 credits.
- AS91491 Media studies 3.2 Demonstrate understanding of the meaning of a media text through different readings; Internal, 3 credits.
- AS91492 Media studies 3.3 Demonstrate understanding of the media representation of an aspect of New Zealand culture or society; Internal, 3 credits.
- AS91493 Media studies 3.4 Demonstrate understanding of a relationship between a media genre and society; External, 4 credits.
- AS91494 Media studies 3.5 Produce a design for a media product that meets the requirements of a brief; Internal, 4 credits.
- AS91495 Media studies 3.6 Produce a media product to meet the requirements of a brief; Internal, 6 credits.
- AS91496 Media studies 3.7 Demonstrate understanding of a significant development in the media; Internal, 3 credits.
- AS91497 Media studies 3.8 Write a media text to meet the requirements of a brief; Internal, 3 credits.
- [Media studies and external qualifications](#)

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Learning objective 8.3

Students will gain knowledge, skills, and experience to:

- apply understanding of media conventions and technology to craft media.

Possible concept links

- Reading media texts
- Media production
- [Key concepts in media studies](#)

Indicators

- Plans a media product that demonstrates understanding of media conventions and technology.
- Produces a media product that demonstrates knowledge of media conventions and technology.

Possible context elaborations

- A documentary: pitch a concept to the class.
- A website: produce a site for a local company.
- An animated film: produce a film for a local primary school audience.
- A short film: pitch a concept for the New Zealand Ministry of Education.
- A new magazine to explore youth issues: pitch a concept for a community youth group.
- The internet: create a web page that will educate students about censorship in New Zealand.
- Advertising: produce a television/newspaper advertisement for a local charity group.
- Radio/podcast: produce a radio broadcast that addresses an identified local community issue.
- A short film: produce a short film that would entertain a specifically targeted audience of a different age group (to that of the students).
- A documentary: produce a documentary for a local council about a current youth issue.
- A short film: pitch a concept about environmental concerns to local iwi.
- A local media campaign: produce a radio documentary and an accompanying front page of a newspaper to present a view(s) on a local issue.

Possible achievement standards

At the time of publication, achievement standards were in development to align them with The New Zealand Curriculum. Please ensure that you are using the correct version of the standards by going to the [NZQA website](#).

Aligned level 1 achievement standards were registered for use in 2011 and level 2 for use in 2012; level 3 will be registered for use in 2013.

Full information on the draft standards and the alignment process can be found on [TKI: Alignment of NCEA standards with The New Zealand Curriculum](#).

- AS91490 Media studies 3.1 Demonstrate understanding of an aspect of a media industry; External, 4 credits.
- AS91491 Media studies 3.2 Demonstrate understanding of the meaning of a media text through different readings; Internal, 3 credits.
- AS91492 Media studies 3.3 Demonstrate understanding of the media representation of an aspect of New Zealand culture or society; Internal, 3 credits.
- AS91493 Media studies 3.4 Demonstrate understanding of a relationship between a media genre and society; External, 4 credits.
- AS91494 Media studies 3.5 Produce a design for a media product that meets the requirements of a brief; Internal, 4 credits.
- AS91495 Media studies 3.6 Produce a media product to meet the requirements of a brief; Internal, 6 credits.
- AS91496 Media studies 3.7 Demonstrate understanding of a significant development in the media; Internal, 3 credits.
- AS91497 Media studies 3.8 Write a media text to meet the requirements of a brief; Internal, 3 credits.
- [Media studies and external qualifications](#)

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Connections

This section looks at how media studies fits the wider curriculum and how media studies can be an important and valuable part of a student's learning pathway.

There is a limit to how much education you can sustain for no obvious reason ... but if they are starting to develop a view that what I am doing will lead me to this area or that area, if they see the connection, it gives them a reason to continue to learn their English, to develop their maths, or whatever they need ... that there is a purpose for it ...

(Stuart Middleton, Manukau Institute of Technology)

- [Media studies and the learning areas](#)
- [Media studies and media literacy](#)
- [Learning pathways](#)

Media studies and the learning areas

Media studies sits in the social sciences domain for the purposes of NCEA assessment and is included on a list of subjects in the social sciences learning statement in The New Zealand Curriculum. However, media studies encompasses aspects of a number of learning areas. Its cross-curricular nature opens up many pathways to future learning.

As with programmes in English, those in media studies include analysis of images and print and the production of print journalism. The subject is aligned with the arts through the creative production and interpretation of moving and still images. Technology is a major part of any media studies course – particularly in the production strand, from which a third of the achievement standards are derived at levels 2 and 3.

Connections between media studies and other learning areas

Example 1

In the social sciences, students explore how societies work and how they themselves can participate and take action as critical, informed, and responsible citizens.

In media studies, students explore how the media works in social contexts and how they themselves can explore, understand, and create media to take action as informed citizens.

Context: In a year 12 programme, students investigate the representation of Māori youth in the print media and use this knowledge to create an article that affirms positive representations of Māori within their community, to be printed in a local newspaper.

Example 2

In the arts, students explore, refine, and communicate ideas as they connect thinking, imagination, senses, and feelings to create works and respond to the works of others.

In media studies, students explore, refine, and communicate ideas through media as they create

media products and respond to the products of others.

Context: Students working towards level 3 objectives study the work of Jane Campion and use their understanding of her style to create their own storyboard or short film.

Example 3

In English, students study, use, and enjoy language and literature communicated orally, visually, or in writing.

In media studies, students study, use, and enjoy media language and media texts communicated orally and/or visually and/or in writing.

Context: Students go to a local film festival, blog their responses to the films, and comment on other students' responses.

Example 4

In technology, students learn to be innovative developers of products and systems and discerning consumers who will make a difference in the world.

In media studies, students learn to be innovative developers of media products and discerning media consumers who will make a difference in the world.

Context: Students create a music video to promote the school band and investigate how this video could be used in commercial contexts.

[TOP](#)

Media studies and media literacy

While a range of media will be used in teaching and learning across the curriculum, media studies is a specialised subject. The skills and knowledge gained in media studies can be used in other subject areas. For example, a student may create a video to show their understanding of a science experiment or produce a magazine article about a famous explorer.

Through media studies, students develop the media literacy they need to “be functionally literate in our media-saturated world” [1](#). A media-literate student is able to think critically about and evaluate media texts, including new text forms on the Internet.

Media literacy can be taught across the curriculum but is also the desired outcome of a media studies programme.

[Developing the key competencies in media studies](#)

Footnotes

1. Media Awareness Network (2010)
http://www.media-awareness.ca/english/teachers/media_literacy/why_teach_media_liter.cfm

Learning pathways

Students need to connect media studies to other learning areas and to life outside school. When they do, they are more likely to be motivated and engaged.

Programmes (within and across years) will collectively equate to more than the sum of their parts. Nothing will feel isolated or be a dead end.

In years 11–13, students may specialise within media studies or take courses that are broader.

At school

Whether students take media studies for one year or five, it can offer them opportunities to build the critical skills to become informed, discriminating citizens. They learn to ask questions, consider different perspectives, and evaluate their findings. Media studies offers opportunities to critique oral, visual, and written techniques in increasingly complex texts, as well as learning how to use technical equipment effectively.

Media studies helps students make connections to their total programme, in terms of media studies knowledge, media literacy skills, and the development of key competencies. Media studies allows students to apply skills in authentic contexts and it offers a range of worthwhile opportunities so students see that media studies offers them options that are of real relevance.

Beyond school

Beyond years 12 or 13, students might pursue media studies as a discipline by studying broadcast journalism in television, radio, or newspapers; film studies; marketing and advertising; public relations; computer generated image design; webpage design; software development for the video game industry or Internet companies; photography; and animation.

School-based qualifications in media studies link directly to degrees in broadcast journalism (television, radio, and print). Courses are offered at the [Christchurch Broadcasting School](#).

Production work, critical skills, media knowledge, and practical skills acquired at school can contribute directly to a portfolio of media work, which is an pre-entry requirement for the broadcasting degree courses.

Learning for life

The rationale for media studies can be found under [Why study media studies?](#)

Media studies can be the basis of careers as diverse as journalism, freelance writing for media outlets, teaching, government advisory positions in communications, censorship (for example, the Office of Film and Literature Classification), communications and PR, advertising, radio programming, researching media data, and academic research exploring aspects of the media.

Media studies is a rich area for personal interests and passions, from film production and distribution to advertising journalism or from social networking to the actions of regulatory agencies, such as the Broadcasting Standards Authority.

Even if students do not pursue media studies beyond secondary school, it will continue to inform the way they understand media around them.

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Learning programme design

Media studies programmes need to be carefully planned. This section suggests how to go about this planning and provides examples of programmes.

- [Good programmes are based on effective pedagogy](#)
- [Questions to ask when planning your programme](#)
- [Possible programme structures](#)
- [Cross-curricular approaches to programme design](#)
- [Suggested systems and routines that support programmes](#)

In media studies, students will study a variety of media (for example, film, television, radio, the Internet, and print). When developing a programme, there are two possible approaches:

- Students learn about texts in their contexts and use this knowledge in practice.
- Through their own practice, students learn about texts and their contexts.

Good programmes are based on effective pedagogy

Good programmes depend on effective pedagogy. When planning, keep in mind the four social science mechanisms: [connection, alignment, community, and interest](#).

Connection

- Connect learning to the lived experiences of students.
- Encourage students to use their experiences as a point of comparison when learning about other people's experiences.
- Select contexts and resources that make diversity visible.
- Avoid biased and stereotypical representations.

Alignment

- Align activities and resources to enable students to develop understandings of the key concepts and the three curriculum strands: Media in society, reading media texts, and media production.
- Make the aims of the programme transparent to students.
- Plan flexible learning programmes that provide opportunities for students to revisit important content and processes.
- Focus assessment on valued learning.

Community

- Develop students' interaction skills and acknowledge multiple abilities and contributions.
- Offer tasks and experiences that require student–student dialogue and interaction.
- Ensure students make decisions about their own learning, think critically, and participate in authentic contexts.

Interest

- Reflect students' differing interests, motivations, and responses.
- Provide a variety of experiences that become memorable anchors for learning and recall.
- Use local contexts in which students have a direct stake to engage them with the community, and provide bridges to global issues.

[TOP](#)

Questions to ask when planning your programme

Curriculum alignment

- Have I used the key concepts as overarching ideas in my programme?
- What do I want the students to learn? Within a year? As a scaffolded progression across three years? For example, in each year, how do I advance student learning of media language but also consolidate their prior learning?
- Have I offered a range of teaching and learning opportunities, across both local and global contexts and in and outside the classroom?
- Can I easily, and ethically, acquire media texts for teaching and learning?
- Can a single year's course stand alone?
- How can I accommodate the challenges my students might experience in sight, hearing, or learning difficulties? For example, a sight-challenged learner can work successfully in audio mediums such as film narration or radio broadcasts.

Timing and schedules

- Is the course manageable in terms of workload and allotted time? Do I have a balance of practical and theoretical work? Have I taken into account holidays, examination study weeks, and other interruptions?
- How can I support students who are balancing multiple commitments in and out of school? For example, can I establish a media studies website that students can use if they wish to revise, want to extend their in-class learning, examine exemplars, and practise essay writing or examination answers?

Contexts

- How can I ensure there is sufficient content and contexts to meet student achievement? To meet the cultural diversity of my class? My school?
- How can I build in active links with my local community and local media producers in a way that is meaningful for learners?
- How can I engage external agencies or speakers to advance the students' breadth and width of learning?
- Is there an adequate balance of different mediums across my three-year programme?

Assessment

- Have I ensured that assessment (and reassessment) opportunities align with NZQA recommendations and guidelines?
- What review and evaluation processes can I implement throughout year to ensure I have met the needs of my learners and am responding to them in my planning?

Practical work

- Is the practical production integrated into the course as a whole? Does the theoretical work provide a framework for the practical skills? (For example, studying radio and producing radio documentaries.)
- Will there be repeated opportunities throughout the year to use and develop skills in media technology?
- What technologies do I have available now and what technologies will I need to organise by the end of the three-year course? What types of purchasing do I need to do and when?
- What types of dialogue do I need to have with colleagues to acquire the correct learning spaces for my courses?

Possible programme structures

Media studies programmes can be structured in a variety of ways, for example, as linked courses over three full years, as one-year courses, or as short (modular or one-semester) courses.

- [Some possible approaches to planning](#)
- [Year planner](#)
- [Unit plans](#)

A programme will be flexible enough to allow students to study media at any year level.

The [key concepts](#) and the [learning objectives](#) for media studies will be the foundation of inquiry, regardless of the type of course structure that you choose.

Some possible approaches to planning

- Genre/medium-based approach: Choose a film genre with students and select film texts (feature and short films), including one or more from New Zealand. For example, to explore how mediation and communication concepts and how Māori and Pākehā are represented in New Zealand film texts, choose a range of short and feature films, such as *Boy*; *Two Cars, One Night*; and *Once Were Warriors*.
- Thematic-based approach: With the class, select a relevant area of interest, such as popular culture, and co-construct over-arching questions based on the key concepts. Weave these questions through the study of a range of popular culture texts and issues, for example, music videos, magazines for teens and the cult of celebrity, privacy issues for teenagers using the Internet, advertising to the teen market, the soap opera and its relationship to teenagers, the New Zealand cartoon satire and its relationship to culture in New Zealand (for example, a comparison of *Family Guy* [USA] and *bro'Town* [NZ]), anime (the graphic novel and the comic), and illegal downloading as an issue for the media.
- Interdisciplinary approach: Design an integrated course or module jointly with teachers of other subjects. For examples, refer to [Integrated approaches to programme design](#).

Visit [the media studies kete on TKI](#) for further information and up-to-date resources and programmes.

Year planner

A year planner may include:

- when modules of work will start and end
- when assessments are due (or the final date for gathering evidence)
- how the work fits around inevitable interruptions to the school year
- possible dates for field trips, visiting speakers, and so on.

The sample year plan below is designed for level 2 learners but could be modified to accommodate level 1 learners.

[Media Studies 2011 – Year 12 \(NCEA Level 2\) \(PDF, 210 KB\)](#)

Term 1

Week 1 (beginning of course) student introductions

As an introductory activity, have students capture images of popular culture in their local or college community and upload them in class for discussion.

Weeks 2–6 (module 1): What is media?

- Use the outcome of discussions to outline course assessments, deadlines, expectations, production activity, passwords for technology use, and access to websites or building website/blog pages.
- Do close readings of selected media texts such as the Hollywood narrative films *Yes Man* versus *The Butterfly Effect* or short films such as *Two Cars, One Night* and link these to the ideas of celebrity (use blog or web page/journals).
- Co-construct over-arching questions and modules of work based around the theme of popular culture (see below).

Connects to key concepts; learning objectives 6.1, 6.2, 7.1, 7.2; and achievement standards AS90990 1.2, AS91249 2.2.

Weeks 7–11 (module 2): Planning weeks for production activity

Connects to key concepts; learning objectives 6.3, 7.3, 8.3; and achievement standards AS90993 1.5, AS91252 2.5.

Term 2

Weeks 1–5 (module 3): Explore the cult of the celebrity in contemporary media

- This exploration (What is the nature of celebrity – commercial vs personal?) could include magazine articles; television programmes such as *E!*; the [Eonline website](#); music video programmes like *C4*; YouTube; television, magazine, documentary, and programmes such as *60 Minutes*.

Connects to key concepts; learning objectives 6.1, 6.2, 7.1, 7.2; and achievement standards AS90991 1.3, AS91254 2.7.

Weeks 5–10/11 (module 4): Production activity

- For example, create a magazine for a teenage audience using Adobe InDesign (group or single activity).

Connects to key concepts; learning objectives 6.1, 6.3, 7.1, 7.3; and achievement standards AS90994 1.6, AS90996 1.8, AS91253 2.6, AS91255 2.8.

Term 3

Weeks 1–5 (module 5): The representation of gender and race in music videos

- Study selected music videos (YouTube, MTV, *C4*).

- Practise essays on website/blog page/Moodle and co-construct essays.

Connects to key concepts; learning objectives 6.1, 6.2, 7.1, 7.2, 8.1, 8.2; and achievement standards AS90989 1.1, AS91248 2.1, AS91250 2.3.

Weeks 6–10/11 (module 6): Genre study

- For example, study the soap opera, its relationship to teenagers, and changes over time.

Connects to key concepts, learning objectives 6.1, 6.2, 7.1, 7.2; and achievement standards AS90992 1.4 (could also link to AS90990 1.2) and AS91251 2.4 (could also link to AS91249 2.2).

Term 4

Weeks 1–5

Reassessment opportunities and revision

[TOP](#)

Unit plans

When planning a unit, consider:

- key media studies concepts
- learning outcomes derived from the media studies learning objectives
- applied contexts for this learning
- assessment (diagnostic and formative), assessment for qualifications, and integrated assessment opportunities
- values
- key competencies
- specialist vocabulary/terminology
- resources.

A sample unit plan

- [More Than Meets the Eye \(PDF, 105 KB\)](#)

Cross-curricular approaches to programme design

Media studies examines the dynamic role of the media in society and how the media constructs messages about individuals, communities, and cultures. Students are best able to explore this idea if they are offered learning experiences that:

- link the three key concepts of media studies (mediation, communication, and creativity)
- make use of global, national, and local contexts
- are relevant to the students' interests and concerns
- relate to the appropriate curriculum levels.

Ideally, teachers and students can work across learning areas. Teachers will need time to meet and plan together. A level of flexibility may need to be introduced into the quite restrictive timetables that operate in most schools.

See also [Cross-curricular learning and external qualifications](#).

Possible models for a cross-curricular programme

Cross-curricular planning and teaching

Teachers from different learning areas plan media studies learning across the curriculum and then teach their sections of the overall plan within their specialist areas. Media studies could provide a curriculum focus for either a year group or the whole school.

- Media studies and art: Create a study of lighting (level 1) or chiascuro effect in film (film language) (levels 2 and 3). Link to [LO 6.1](#), [7.1](#), [8.1](#).
- Media studies and health: Design a television advertisement, supported by newspaper print advertisements and a web page, to promote healthy food choices by teenagers. Link to [LO 6.3](#), [7.3](#), [8.3](#).
- Media studies and social science: Investigate the use of television by primary and/or intermediate students and use this data to create video interpretations of the findings, evaluate and reach conclusions, and report these to the participants and their school.

Integration with literacy and numeracy

Focus learning in literacy and numeracy on suitable media studies content, explored via an inquiry into a social issue and an action based on the inquiry. Media teachers can work alongside other learning area teachers to identify ways of using media creatively to foster literacy acquisition.

For example:

- writing a voiceover to modify an existing television commercial
- using a cellphone to create a narrative and then writing the script for the narrative using suitable exemplars
- crafting a book review to go into a magazine publication or the school library
- creating a written movie review for the school website
- recording an interview with a school sportsperson and writing the transcript of the interview.

Team approaches

Teachers from different learning areas develop a programme, with a shared inquiry, that can be taught using a team approach. Assessment opportunities from media studies and other subjects are offered, and students make choices based on their needs.

Teachers from different learning area plan schemes of work around a common inquiry, with teachers and students making explicit connections between social and psychological aspects related to identity, gender, and race in the local community or New Zealand at large. For example, what does it mean now to be a New Zealander?

Collapsing the regular timetable

A school collapses its timetable for a limited period (three days to two weeks) or a specified time each week. Students and teachers use a range of skills and knowledge from, for example, the arts, technology, and science to inquire into a social issue and implement an action. This approach can involve the students from a single year group or across the whole school.

Multi-disciplinary courses

The school year might be structured around semesters with students choosing multi-disciplinary courses based around an inquiry topic or theme.

The section [Cross-curricular learning and external qualifications](#) identifies some of the many ways that learning in media studies can be assessed using achievement standards from other learning areas.

Suggested systems and routines that support programmes

These suggestions are designed to support the management of media studies programmes.

Resourcing

Develop systems for issuing equipment, loaning material, and storing student material, for example, have a scrapbook for each student to keep their production log.

Set up manageable times for students to use equipment outside class hours.

Ensure the department has practices to ensure the ethical use of material by teachers and students. Consider issues such as censorship ratings, privacy, piracy, copyright, and ethical procedures.

Ensure the school has obtained appropriate licences to allow students to use materials and software, for example, screenrights licences.

Assessment

Develop systems for keeping tasks, assessment schedules, and student exemplar materials for moderation.

Use previously moderated student work for assessment schedules.

Work with other media studies teachers to plan, moderate assessment material, and share ideas and resources.

Plan for gathering evidence of individual contribution to group work in a practical situation, for example, using written or online logs, voice recordings, video logs, and recordings of teacher observation and conferencing.

Procedures for the beginning of the year

Find out what your students know and enjoy about the media. Find out their skills and experiences.

At the start of the year, make sure students have opportunities to learn the key concepts and the language and vocabulary of media studies. Return to these often and make links to them across subsequent units of work.

Ensure the students understand the course structure, achievement standards, and school procedures for NCEA.

Create opportunities for students to use the equipment early on, using a digital voice recorder to record vox-pop interviews with their classmates about why they chose media studies.

Establish routines with equipment and material that encourage student responsibility, for example, students signing out the camera are responsible for returning their tapes to a box and putting the battery on a charger.

Let your students know about media opportunities, including competitions, places to access information about the media, and local activities.

Resources

He whai mōhiohio, he whai mātauranga

Information is knowledge

- [Assessment and professional support](#)
- [Resourcing ideas for media studies](#)
- [Ministry of Education websites](#)
- [Other government agency websites](#)
- [Other websites for media studies](#)
- [Print publications](#)

Assessment and professional support

[Assessment Online](#)

- This key community covers assessment in the classroom, effective use of evidence, and reporting to families and whānau. It offers news, assessment tools and resources, research, a glossary, FAQ, and related links.
- The linked site [Consider the evidence](#) promotes 'evidence-driven decision making for secondary schools' and supports secondary educators in making best use of evidence to improve student achievement.
- For a view of how assessment can best serve learning, see [Directions for assessment in New Zealand](#), a report by Michael Absolum, Lester Flockton, John Hattie, Rosemary Hipkins, and Ian Reid (also available as a Word or PDF file).

[The New Zealand Qualifications Authority \(NZQA\)](#)

- Further information on assessing with unit standards can be found on the NZQA website. The [NCEA subject resource pages](#).
- NCEA [assessment resources](#) are available on the NCEA on TKI website.

[TOP](#)

Resourcing ideas for media studies

The following references will help you to plan teaching and learning activities for media studies.

[AnyQuestions.co.nz](#)

Students can go to this website to find useful, accurate, online information. Librarians from all over New Zealand are available each weekday between 1 pm and 6 pm to help students search online. To use AnyQuestions, students must be attending a New Zealand primary, intermediate, or secondary school or being home schooled.

[Creative Directions](#)

Creative Directions is a fully downloadable, intellectual property (IP) resource for media studies

teachers developed by the Ministry of Education and the Intellectual Property Office of New Zealand (IPONZ). This professional support kit will help you to start talking to your students about IP issues. The kit covers everything from performers' rights through to school licensing schemes.

[Media studies kete on TKI](#)

This site offers information, resources, and guidance designed to inspire media studies teachers to engage students in relevant learning.

[TOP](#)

[The National Library of New Zealand Curriculum Services](#)

Curriculum services has 'over a million resources that support teaching programmes', including books and audiovisuals (videos/DVDs). Schools pay only return courier costs on borrowed items. Schools can also interloan music, books, and serials from the National Library's general collections. A freephone advice service is offered on 0800 542 5463. See the website for contact details for the regional offices in Auckland, Palmerston North, and Christchurch.

[Resources for media studies on NZQA](#)

The media studies page offers a range of links to resources designed to support the teaching and assessment of media studies, in New Zealand and internationally.

[Social Sciences Online](#)

This site provides pages specific to the following senior subjects: business studies, classical studies, economics, geography, history, and senior social studies (see links under 'Senior secondary' on the landing page).

Social sciences online also provides PDFs of titles in the Ministry of Education series Building Conceptual Understandings in the Social Sciences (BCUSS). (These are listed in 'Featured content', right navigation.)

- Approaches to building conceptual understandings
- Approaches to social inquiry
- Being part of a global community
- Belonging and participating in society

Although the BCUSS series is designed to help teachers of levels 1–5, it is strongly recommended to senior social science teachers.

[Te Kete Ipurangi](#)

Teachers are also encouraged to visit relevant [TKI communities](#), such as the ICT community and [Software for learning](#).

[TOP](#)

Ministry of Education websites

[Ka Hikitia – Managing for Success: The Māori Education Strategy 2008–2012](#)

Ka Hikitia is a five-year strategy that aims to transform and change the education sector, ensuring Māori are able to enjoy education success as Māori.

[Key Competencies Online](#)

This companion site to New Zealand curriculum online offers specific guidance to school leaders and teachers on integrating the key competencies into the daily activities of the school and its teaching and learning programmes.

[The New Zealand Curriculum online](#)

As well as the HTML version of The New Zealand Curriculum, this interactive site offers a variety of support and strategies, news updates, digital stories of schools' experiences, and archived material relating to development of the curriculum.

[Pasifika education](#)

This site has been created to enable all of those involved with Pasifika education to find information quickly and easily, including policy, initiatives, publications, research results, and services and funding.

[Secondary middle leaders](#)

This site is designed to assist secondary middle managers to work with their departments to implement the New Zealand Curriculum. It explores various aspects of effective pedagogy.

[Te Marautanga o Aotearoa](#)

This site includes an English translation of the main sections of the draft marautanga. Only learning levels 1, 4, and 6 have been translated in the learning areas.

[Te Tere Auraki](#)

This Ministry of Education professional development strategy focuses on improving outcomes for Māori students in English-medium schools. This strategy supports four main projects: [Te Kotahitanga](#), [Te Kauhua](#), [Ako Panuku](#), and [Te Mana Kōrero](#).

[TOP](#)

Other government agency websites

[BES \(Iterative best evidence synthesis\) programme](#)

BES is a collaborative knowledge-building strategy designed to strengthen the evidence base that informs education policy and practice in New Zealand. See in particular [Effective Pedagogy in Social Sciences/Tikanga ā Iwi: Best Evidence Synthesis Iteration \(BES\)](#).

Other websites

The following websites have been recommended as helpful by media studies teachers. They have not been extensively reviewed or checked for quality.

[AdMedia and Fastline](#)

AdMedia is New Zealand's only dedicated monthly advertising and media industry magazine.

AdMedia, together with its bundled weekly industry newsletter Fastline, offers total industry coverage including breaking news, backgrounders to the news, events, trend analyses, in-depth coverage of industry issues, profiles, campaign strategies, and sector features that make connections between everything that is happening in the media marketplace.

[Centre for Media Literacy](#)

CML is dedicated to promoting and supporting education in media literacy as a framework for accessing, analysing, evaluating, creating, and participating with media content. CML works to help citizens, especially the young, develop critical thinking and media production skills needed to live fully in the modern media culture.

[English and Media Centre](#)

The English and Media Centre is a not-for-profit trust that provides publications and professional development on all aspects of English teaching for teachers and students of literature, language, and media in the UK and abroad.

[Film Education](#)

Film Education is a charity that aims to help teachers and students get as much as possible from feature films and offers teachers powerful tools to help them in their work.

[Film Studies for Free](#)

A web-archive of examples of, links to, and comment on: online, open access, film, and moving image (studies and resources).

[MCS \(Media and communications study\)](#)

A directory of media and communications resources.

[Media Awareness Network \(MNet\)](#)

MNet is a Canadian non-profit organisation that promotes media literacy and digital literacy by producing education and awareness programmes and resources, working in partnership with Canadian and international organisations.

[TOP](#)

[Media Education Association](#)

MEA is the subject association for everyone who teaches about the media at any level of the UK years 3–19 education system, including secondary schooling and specialist media courses.

[Media studies on TKI: Hotlinks](#)

This page offers a comprehensive list of sites that will support, guide, inform, and inspire media studies teachers.

[Mute magazine](#)

Mute is an online magazine dedicated to exploring culture and politics. Mute combines quarterly issues dedicated to specific topics (Precarious Labour, The Knowledge Commons, etc) with regularly updated articles and reviews. The site also features ongoing coverage of relevant news and events contributed by its writers and readers.

[New Zealand Film Commission](#)

The NZFC has the statutory responsibility 'to encourage, participate and assist in the making, promotion, distribution, and exhibition of films' made in New Zealand, by New Zealanders, on New Zealand subjects.

[New Zealand Journal of Media Studies](#)

The New Zealand Journal of Media Studies is a fully refereed scholarly journal established in 1995 now available online. The journal's contributions reflect the development of media studies and related fields in Aotearoa/New Zealand.

[Office of Film and Literature Classification](#)

The Office of Film and Literature Classification is the Government body responsible for classifying publications that may need to be restricted or banned in New Zealand.

[OnFilm](#)

New Zealand's screen production industry magazine.

[TOP](#)

[Teaching film, television, and media](#)

Twelve class modules can be found on this site.

[The Centre for Excellence in Media Practice](#)

CEMP is a research and innovation centre based in the Media School of Bournemouth University.

[The Film Archive](#)

The New Zealand Film Archive houses collections of documentaries, home movies, newsreels, television commercials, feature and short films, music videos, television programmes, as well as a documentation collection of posters, photographs, props, and costumes.

[The New Zealand media teachers wiki](#)

This media teachers' wiki includes links to student film examples and an online workshop on creating your own wiki.

Theory.org.uk

This site explores connections between media and identities in a visually engaging way.

New Zealand organisations

[The National Association of Media Educators \(N.A.M.E.\)](http://The National Association of Media Educators (N.A.M.E.))

This is the website of the National Association of Media Educators in New Zealand, a non-profit organisation run by volunteers, many of them teachers, to support media education. It includes resource links and NCEA information. Copies of the magazine Script can be downloaded.

[TOP](#)

Print publications

Cubitt, S., Irvine, R., and Dow, A. (1999). Top tools for social science teachers. Auckland: Pearson Educational.

Whitehead, D. (2004). Top tools for teaching thinking. Auckland: Pearson Educational.