

Assessment Report

Level 3 Media Studies 2017

Standards [91490](#) [91493](#)

Part A: Commentary

At Level 8 of the curriculum, students cannot rely on rote-learned responses to evaluate meaning and media contexts.

Candidates must respond to the specific question posed in order to demonstrate perceptive and critical understanding of genre and industry.

An effective approach to this can be to interrogate or challenge the question or to discuss to what extent it is true for their chosen industry or genre.

Part B: Report on standards

91490: Demonstrate understanding of an aspect of a media industry

Candidates who were awarded **Achievement** commonly:

- identified an aspect of a media industry, but often only made tenuous links to their chosen statement
- used at least one or more relevant examples to demonstrate their understanding of how and / or why the aspect of the media industry operates
- explained how and / or why the aspect operated by way of historic and / or current overview
- attempted to discuss an impact but failed to provide valid supporting evidence.

Candidates who were assessed as **Not Achieved** commonly:

- did not identify a specific aspect of a media industry
- did not respond to any particular statement
- did not provide specific supporting or relevant detail to support their discussion
- did not connect their discussion to the statement they had selected
- made inaccurate or overtly generalised statements
- discussed a specific organisation or company or product without linking to the media industry as a whole.

Candidates who were awarded **Achievement with Merit** commonly:

- addressed their chosen statement in a coherent, and generally sustained manner
- analysed an aspect of the media industry
- explained the impact on the industry and/or society
- used appropriate evidence to support their analysis of an impact, and provided detailed explanations of how and / or why the aspect worked in regard to their chosen industry
- moved beyond a straight forward historical overview to analyse the impact on the industry and / or society
- attempted to explore implications but relied too much on opinion-based articles rather than objective-based research.

Candidates who were awarded **Achievement with Excellence** commonly:

- wrote in a fluent manner and used a wide range of detail in relation to their discussion
- responded to their chosen statement in a thoughtful, insightful and convincing manner
- wrote with a suitable structure that enabled them to develop their discussion in evaluating the impact and wider significance of their chosen aspect on the media industry and / or society
- went beyond speculation by referring to valid evidence or information to make perceptive evaluation(s) of the past, present and / or future issues concerning the impact of an aspect on the identified media industry
- used a range of valid sources from industry experts and academic research.

Standard specific comments

The 'global music industry' continues to be the most popular media industry selected by candidates, followed by the film and television industries.

Candidate responses ranged from comprehensive and perceptive discussions of the impact that technological developments had on specific media industries to inaccurate historical overviews of musical / film genres and music artist biographies.

Candidates wrote well on the NZ film industry, with many providing some insightful evaluations of the effectiveness of regulatory and funding controls (e.g. NZ Film Commission). A large number of candidates wrote on the rise of streaming services in either the film, television or music industries (and discussions of other media industries). These responses ranged from the rudimentary historic overviews to thoughtful considerations of the changing landscape of technology, marketing, organisation structures, and consumer expectations, and how various media producers are prepared to negotiate these.

The range of statements provided candidates with clear opportunities to discuss the operation of an aspect of their chosen media industry.

Many candidates used the technology aspect in responding to the statements in this year's examination paper. While many candidates were confident in explaining the impacts and consequences of technology issues, others simply described some of the ways their industry adapted by way of descriptive historic overviews.

91493: Demonstrate understanding of a relationship between a media genre and society

Candidates who were awarded Achievement commonly:

- showed some understanding of genre as a body of texts which were a reflection of a specific time and place
- discussed a society or audience specific to their chosen genre
- used evidence from a range of generic texts to demonstrate understanding of the genre as a whole
- used evidence from a range of generic texts to demonstrate an understanding of the reasons underpinning shifts within the genre
- explained aspects of society which influenced intrinsic generic elements.

Candidates who were assessed as **Not Achieved** commonly:

- used minimal evidence
- discussed mediums such as 'social media' or 'magazines' rather than genre
- discussed films rather than genre
- misinterpreted the chosen question
- made little reference to society or made broad generalisations about society, often with inaccuracies
- discussed one film in depth
- used rote learned responses which did not address the chosen question.

Candidates who were awarded **Achievement with Merit** commonly:

- demonstrated a thorough and clear appreciation of how and why the genre related to the specific socio-political climate of a society or audience, often framing this in terms of how the genre changed in response to shifts in society
- used relevant theoretical models to shape an in-depth response with reference to relevant aspects of society and genre
- supported assertions with detailed and relevant evidence from both genre texts and society often referring to secondary texts to validate their observations
- analysed the complexity of the relationship between genre and society by clearly identifying the effect one has on the other often referring to relevant theories to validate their argument.

Candidates who were awarded **Achievement with Excellence** commonly:

- wrote fluently using discourse of film analysis
- framed their response by positing a thesis stemming from the chosen question and developing a focused argument based on this thesis
- integrated a range of evidence from historical social events, generic texts and film theory
- demonstrated a clear and insightful understanding that genre is a theoretical lens through which we can examine and draw conclusions about society
- used critical source material to interpret the genre and to back up assertions and commentary on the genre.
- Used genre theory to frame their argument

Standard specific comments

The focus of the Level 3 Genre standard is the relationship between society and genre. Many candidates are still focussing on individual films and the elements within them rather than genre as a whole.

Some genres being taught do not provide the depth or complexity required from analysis at Level 3 and/or are not being correctly identified such as "magazines", 'social media' and 'music videos'.

Some aspects being taught within genre are more in line with the concept of 'representation' rather than the genre. Often these aspects are not genre specific but are reflected in all texts.

The integration and reference to genre theory or critical material was usually associated with Excellence or high Merit essays.

The discussion of historical social contexts needs to be accurate if it is to be valid and candidates need to be aware that events which took place after the production of a film are irrelevant to the intrinsic elements within it.

The most common issue with responses, were rote learned answers which were often a discussion of the films studied rather than an analysis of the relationship between society and genre, often focussing on conventions within the genre rather than socio-political influences.

[Media Studies subject page](#)

Previous years' reports

[2016 \(PDF, 0KB\)](#)

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