

Assessment Report

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Level 1 Media Studies 2018

Standards [90991](#) [90992](#)

Part A: Commentary

Candidates who responded specifically to the question in their response were able to achieve higher grades. Likewise, concise, well structured, well-argued responses were more likely to lead to higher grades.

Part B: Report on standards

90991: Demonstrate understanding of the media coverage of a current issue or event

Candidates who were awarded **Achievement** commonly:

- understood the media coverage of an event or issue
- identified aspects of the coverage: tone, style, viewpoint, etc
- provided enough evidence to back up their argument.

Candidates whose work was assessed as **Not Achieved** commonly:

- wrote too little to be convincing
- supplied little or no supporting evidence
- discussed the issue/event itself rather than the coverage of that event
- showed no understanding of the difference between fact and opinion in coverage
- gave opinions about the bias in the media, with no evidence to prove it.

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

- explained why the media chose to cover the current event or issue in a particular way
- discussed the impact of reporting style/tone/angle on audience/ society
- supplied supporting evidence from the reporting of the issue or event
- used some media theory to support their explanation.

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

- clearly identified the story, its coverage and the reasons why the story was covered this way
- went beyond the evidence and considered wider implications of the coverage
- displayed comprehensive understanding of broader news/political/social/economic values behind the story
- displayed sound structure in their discussion
- drew insightful and broader/deeper conclusions in relation to the coverage of their chosen story.

Standard specific comments

Candidates who chose issues or events that had wider societal impacts such as #MeToo or terrorism/racism often discussed these at a deeper level.

Candidates who understood the political and commercial influences on the news organisations covering events performed well.

90992: Demonstrate understanding of characteristics of a media genre

Candidates who were awarded **Achievement** commonly:

- took time to discuss their genre in their introduction
- identified clearly two characteristics and supported these with evidence from two media texts per characteristic
- did not add enough information on the direction of the second part of the question – impact/identify/change over time/commercial success – to attract a better grade (often the explanation was a line tacked onto the end of a paragraph)
- rolled out rote-learned answers that showed an adequate knowledge of the genre
- chose an option appropriate for their chosen genre but did not consider the impact of the option
- offered simplistic or incorrect discussion of the implications/impact.

Candidates whose work was assessed as **Not Achieved** commonly:

- chose a 'genre' that was not a genre, such as "short films"
- did not write enough, such as only discussing one characteristic, or using only one text as evidence
- used characteristics that were not emblematic of the chosen genre in particular, and may have focused on such aspects as representation (e.g. sexualisation of women, male gaze theory) or narrative conventions (e.g. Hollywood-structure, conflict) without relating the discussion to their chosen genre

- did not include adequate detail from the media texts to show they understood how conventions were applied
- did not address the second part of the question at all
- discussed texts first rather than the characteristics of the genre and, for Question One for instance, discussed the impact of individual texts on the audience rather than extrapolating out to the genre.

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

- examined the second part of the question in a logical manner by way of ending paragraphs, or having second paragraphs account for how the characteristics impacted or influenced their chosen topic
- always had at least two examples of each characteristic to show a pattern that made it a characteristic
- chose apposite characteristics that allowed for deeper responses
- understood the temporal, ideological and technological context of their texts and did not make illogical or inaccurate connections
- sometimes used media theory in a generally appropriate way, although often superficially.

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

- did all the above, as well as reaching beyond the demands of the second part of the question, to make their own comprehensive comment on how the genre worked and the impact/identity/development/commercial success of that genre
- often used media theory/theorists to support their answers in an appropriate and informed way (well beyond the expectations for Level One, however many candidates showed they were able to cope with this well)
- discussed the genre and how it works to show a deeper understanding of the concept of genre and why and how the chosen characteristics were important to that genre
- wrote well-structured, accurate essays.

Standard specific comments

Some responses created the impression that candidates may have used material from internal standards (e.g. Narrative Conventions / Representation) and

shoehorned these learnings into genre responses, often leading to responses that did not connect to the question chosen.

Popular genre choices were Superhero, Teen, and Coming Of Age. Some non-genre choices such as “short film” completely ruled candidates out of any chance of success.

The level and quality of some answers was exceptional. There was evidence of deep learning and well-structured, accurate, and concise writing.

Conversely, in many cases, overly-lengthy examples of the characteristics were given without much, or any, discussion of the importance or relevance of these examples to the genre as a whole.

[Media Studies subject page](#)

Previous years' reports

[2017 \(PDF, 43KB\)](#) [2016 \(PDF, 211KB\)](#)