

Assessment Report

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Level 3 Media Studies 2018

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Part A: Commentary

Candidate responses that addressed the chosen statement and responded to the chosen statement throughout an essay were likely to succeed at all grades.

Where candidates made little attempt to address their chosen statement and did not respond to their chosen statement throughout their essay, it was difficult for them to achieve at any grade.

Part B: Report on standards

91490: Demonstrate understanding of an aspect of a media industry

Candidates who were awarded **Achievement** commonly:

- interrogated their chosen statement throughout their essay
- provided evidence that was accurate and attributed to the correct source
- described an aspect of a media industry using detailed supporting evidence.

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

- did not address their chosen statement
- described an aspect of a media industry with little or no explanation of how and/or why it operates
- made generalised statements with no specific detail or evidence.

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

- addressed their chosen statement throughout
- used consistently sourced and accurate evidence to support the analysis
- provided discussion and evidence that was related to the chosen statement and therefore consistent with a response to the statement.

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

- addressed their chosen statement throughout their essay
- evaluated the impact by drawing evidenced conclusions rather than providing speculative opinions
- judiciously used sourced and accurate evidence to support the evaluation of the impact
- 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

At Level 8 of this standard, it is expected that candidates can provide reasoned, evidenced discussion as they evaluate how their aspect operates within a media industry, rather than generalised and opinion-based commentary on an industry.

While the 'music' industry was the most commonly chosen, the consistent use of a framework meant that few students were able to go beyond a limited and broad overview. Candidates commonly provided a generalised overview of the industry from vinyl, to Napster, to iTunes, to YouTube, and then Spotify, providing a generalised description or weak explanation of how technology has transformed the 'music' industry.

Rote-learned responses using an obvious writing frame and/or pre-prepared examples as evidence, commonly inhibited candidates from demonstrating in-depth or perceptive understanding.

Candidates who provided a focussed and deep discussion, rather than a broad historic overview, were more likely to demonstrate in-depth and/or perceptive understanding.

Candidates who evaluated up-to-date aspects of their media industry using current evidence were more likely to demonstrate a deep understanding of the context of how their aspect operates.

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

Candidates who were awarded Achievement commonly:

- showed some understanding of the genre as a body of texts that arose from a specific time and place as opposed to discussing isolated texts
- showed a basic grasp of how genre and society relate to each other and could support their claims with specific, detailed evidence from both the genre and the society
- discussed aspects of a specific society or target audience relevant to their genre as opposed to just "society"

- drew evidence from a minimum of two texts to demonstrate understanding of the genre and/or the genre over time
- tended to discuss each text and how it related to society in isolation as opposed to comparing and/or analysing how and why the genre and society are related
- generally responded to the chosen statement throughout the essay.

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

- did not write in sufficient depth to demonstrate enough understanding at NCEA Level 3
- described the conventions of a film genre only
- discussed a medium rather than a genre
- discussed representation of a group within media rather than discussing the relationship of genre and society
- did not provide any explanation of the chosen society or audience
- discussed the genre in general terms without enough textual evidence to illustrate their points – this also occurred with their discussion of society – broad generalisations about society were made without enough evidence
- did not respond adequately to their chosen statement or misconstrued the statement or ignored the statement and wrote a rote-learned response
- presented material that was irrelevant to the chosen statement.

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

- incorporated theory and/or other secondary textual evidence to develop their argument but did not use it as a springboard into their own perceptive analysis
- demonstrated a clear and thorough appreciation of how and why the genre related to specific events, movements, and values of a specific society or target audience, often framing this in terms of how the genre changed in response to shifts in society, or using a relevant theoretical model to demonstrate the relationship.
- supported claims that the genre had an impact upon society with specific, detailed evidence and/or reference to theory, such as ‘media effects’ theories

- supported points with detailed evidence from both the genre texts, society (e.g. detailed historical examples) and, at times, secondary sources
- could consistently identify and analyse the cause and effect relationship between genre and society.

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

- wrote fluently using academic vocabulary
- framed their essay as an argument in relation to the chosen topic
- demonstrated both an understanding of relevant genre theory and/or other relevant media theory and an ability to incorporate it into their own perceptive discussion of genre and society
- concentrated more on the relationship between genre and society, than on the close reading of details from genre texts (when close reading did occur, it was perceptive and clearly fed into a wider point about how the genre related to an aspect of society)
- grappled with the complexities of the relationship between genre and society.

Standard specific comments

Some candidates discussed a medium rather than a genre, for example 'advertising' and 'social media'. These essays were problematic for this standard and better suited to a 'representation' or a 'development in a media' standard.

Genres that worked well usually had a wealth of scholarship and secondary material that candidates could draw upon to demonstrate thorough and, at times, scholarly insights and understandings about the relationship between society and genre.

Media theory and/or secondary material were usually a requisite for Excellence or high Merit essays, so teachers are encouraged to use this when teaching the unit.

[Media Studies subject page](#)

Previous years' reports

[2017 \(PDF, 48KB\)](#) [2016 \(PDF, 215KB\)](#)

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