

# Assessment Report

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## On this page

[90991: Demonstrate understanding of the media coverage of a current issue or event](#) ▾

[90992: Demonstrate understanding of characteristics of a media genre](#) ▾

## Level 1 Media Studies 2019

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

## Part A: Commentary

Candidates readily responded to the questions on offer. Candidates who used pre-prepared answers were disadvantaged by not being in a position to respond to specific questions.

## Part B: Report on standards

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

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Candidates who were awarded **Achievement** commonly:

- described an issue or event and used at least two examples of the media coverage of it
- attempted to explain the significance of the coverage.

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

- discussed the issue/event, and/or offered an opinion on the issues/event rather than describing the way the issue / event was covered by the media
- gave examples that were not specific or were limited, partial or non-existent
- were less successful when they had a strongly held personal view about the issue/event
- made spurious / false claims about the coverage.

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

- offered a sound reason(s) for the way the issue / event was covered
- touched on an implication of the coverage broadly
- used appropriate examples
- used some media theory, but superficially.

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

- gave considered explanations for the way the issue/event was covered, with detailed evidence
- explored the wider implications of the way the issue/event was covered
- used specific judiciously chosen examples
- focused their response on the selected option
- applied media theory to support their argument.

### **Standard specific comments**

Many candidates showed a good understanding of the implications of the ways the media covers issues or events.

However, many candidates used prepared material that was limited in scope and depth.

The selection of contentious issues or events often drew candidates into personal opinion rather than dealing with the way(s) the story was covered.

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## 90992: Demonstrate understanding of characteristics of a media genre

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Candidates who were awarded **Achievement** commonly:

- chose two appropriate characteristics of the genre
- used two appropriate examples for each characteristic
- described the genre in their introduction
- supplied supporting evidence from two texts but often failed to relate evidence to the genre as a whole, i.e. evidence was largely text-based
- oversimplified deeper concepts around the use of characteristics in relation to their chosen genre.

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

- showed little evidence of understanding of the chosen genre
- did not include evidence from two texts
- did not describe two characteristics of the genre
- chose characteristics that were either general, non-genre-specific techniques, such as 'sound', 'lighting', shot sizes / angles, or broad narrative ideas such as 'conflict'.

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

- discussed the relationship between the characteristic and genre
- provided an explanation of the significance / implications of the characteristic to the genre
- developed conclusions that responded to the chosen option.

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

- provided valid detailed explanation / analysis of characteristics, including implications for the genre's development
- used supporting evidence to show understanding of the genre rather than the texts
- responded in some depth to the chosen option
- incorporated media theory to explain the relationship between the characteristics and the genre.

### Standard specific comments

Often answers drifted into representation and relationship with society aspects, which mimicked the Level Three "Genre" exam, in terms of scope.

There was good evidence of thorough learning and well-structured writing, however, many responses appeared to be rote-learned, with little personalised input.

## [Media Studies subject page](#)

### Previous years' reports

[2018 \(PDF, 109KB\)](#)

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

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