



New Zealand Qualifications Authority  
Mana Tohu Matauranga O Aotearoa

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*Home > NCEA > Subjects > Assessment Reports > Media Studies - L2*

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# Assessment Report

## Level 2 Media Studies 2016

Standards [91248](#) [91251](#)

### Part A: Commentary

At all levels of Achievement, candidates who demonstrated understanding could respond to their chosen statement and provide evidence of independent thinking in their essay.

### Part B: Report on Standards

## 91248: Demonstrate understanding of the relationship between a media product and its audience

Candidates who were awarded **Achievement** commonly:

- demonstrated understanding of relationship between a clearly identified and described audience and specific media product by addressing their chosen statement with supporting evidence
- provided description and evidence from media text(s) within the media product demonstrating independent thinking
- discussed a media product and evidence of the relationship that was up-to-date.

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

- demonstrated a lack of understanding of the relationship between media product and an audience by failing to address their chosen statement
- provided insufficient understanding of the target audience, a specific media product and/or the relationship between them
- described a media product in detail rather than focussing their discussion on the relationship between the product and its audience through the chosen statement
- described a genre or medium rather than a specific media product. For example: online advertising, film trailers, horror films

- lacked independent thinking and described a media product / target audience relationship without discussing the chosen statement.

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

- demonstrated in-depth understanding of the relationship identified in the chosen statement through a detailed explanation of the connection
- provided evidence of in-depth understanding by providing discussion and evidence that demonstrated independent thinking
- backed up statements by using textual evidence from media text(s) within the media product and/or from other sources to support the point being made.

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

- demonstrated critical understanding by providing a detailed examination of a consequence, implication or effect of the relationship identified in their chosen statement with detailed evidence from a credible source
- provided evidence of critical understanding by providing discussion and evidence that demonstrated independent thinking and application of understanding.

### Standard-specific comments

Responses lacking independent thinking inhibited candidates from demonstrating understanding in any depth. Candidates need to demonstrate sound understanding of the specific target audience of their identified media product. For example, 'people who watch tv' does not provide sufficient detail of the audience for a discussion of the relationship between American X Factor and its audience.

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## 91251: Demonstrate understanding of an aspect of a media genre

Candidates who were awarded **Achievement** commonly:

- demonstrated understanding of an aspect of a media genre by addressing their chosen statement with supporting evidence
- demonstrated understanding by utilising detailed examples from media texts to support the discussion of the aspect
- described one detailed change/ commercial consideration/ audience expectation/ impact
- may have described a reason, for example "...fear of foreigners after WW1...".

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

- did not identify a genre

- did not identify an aspect or address the chosen statement
- attempted to cover too many aspects
- chose texts which only tenuously related to their chosen genre
- close read individual media texts rather than using examples from media texts to support a discussion of the genre
- gave insufficient detail from texts to support the discussion or only gave detail from one text
- chose texts which were too similar and limited their ability to discuss change
- discussed the differences between two media texts across time, rather than describing changes in the genre.

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

- demonstrated in-depth understanding by providing reasoned explanation of one or two aspects identified in the chosen statement
- backed up explanation by using textual evidence from media texts within the genre and/or from other sources to support the point being made
- provided an explanation of how/why the aspect was important to the genre
- often referenced appeal to audience or commercial considerations in their explanation
- provided detailed reasons for the impact on the genre
- provided detailed evidence from the films, or box office, or society as reasons for the aspect and its impact on the genre
- clear reasoned explanations need to be provide for how or why the impact took place
- explained the aspect in relation to its role within its genre i.e. Sci-Fi as a once male-dominated genre using stronger female characters to appeal to a wider audience
- stated an implication without examining it or providing evidence to support the implication.

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

- supported their discussion with evidence from media texts within the genre or other sources which clearly reinforced the argument they were developing in relation to their chosen statement
- used secondary texts/critical texts to support and extend discussion
- clearly displayed an understanding of the complexities of the aspect for audience, society and/or genre
- focussed on one aspect or thread throughout their discussion. For example, the representation of women in Sci-Fi
- examined implications in detail and with supporting detail. For example, mentioning the move from theatre to VOD is not sufficient unless this move is examined in relation to the specific genre
- developed an argument that weaved in an insightful discussion of the aspect with detailed examples from media texts within the genre or other sources
- looked at how the genre is moving to new media platforms or new audiences and examined the impact of this
- examined the effect of the aspect on the genre/audience/society/other mediums
- provided evidence of a genre's or a film's success by using accurate box office figures
- explored complexities of the genre by examining their effect on other genres or media.

## Standard-specific comments

For commercial considerations, the examples should also support the aspect and there should be evidence supporting the commercial considerations- such as box office figures or critic ratings.

Candidates who attempted to discuss too many aspects often showed a breadth of knowledge but lacked depth in their discussion

Candidates who used secondary source material to strengthen the response- for example, box office figures, ratings, quotes from critical sources linked to the discussion provided a stronger explanation/examination of their chosen aspect

Describing the society at the time is not enough for explanation or examination: this needs to be linked to how it impacted the genre.

## [Media Studies subject page](#)

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