

National Certificate of Educational Achievement

2011 Assessment Report

Media Studies Level 3

90599 Demonstrate Understanding of a Specific Media Industry

90602 Explain the Relationship between a Media Genre and Society

COMMENTARY

The candidates who achieved the most were able to take the statements given and present a focussed argument supported by judicious evidence. In both exams, this meant focussing on the umbrella concept of genre and society or media industry rather than letting their evidence make up the bulk of the essay, without a decisive thesis. More evidence did not necessarily mean a better answer, if the candidate was unable to work to the standard.

However, there was still a level of vague generalisation written in both examinations and, in some cases, glaring inaccuracies. In some cases, candidates strayed away from the intent of the standard or answered the questions vaguely without precision and supporting evidence. In other cases, the evidence itself was irrelevant or out of date (in AS 90599).

STANDARD REPORTS

90599 Demonstrate understanding of a specific media industry

ACHIEVEMENT

Candidates who were awarded Achievement for this standard demonstrated the required skills and knowledge. They typically:

- explained how and/or why two features of a significant control or aspect of organisation operated in their chosen industry
- showed an awareness of how their chosen industry operated overall
- used relevant supporting material, such as textual examples, businesses, institutions, statistics, authoritative quotes, detailed explanation of their features
- identified and explain the response of an industry to an issue
- explained many features without analysis.

NOT ACHIEVED

Candidates who were assessed as Not Achieved for this standard lacked some or all of the skills and knowledge required for the award of Achievement. They typically:

- wrote only about a business (such as *TVNZ*, *Maori TV*, or *NHNZ*), rather than using these businesses/institutions as case studies of how the industry operates
- explained only one feature of organisation/control
- described feature(s) but did not say how and/or why these features operate(d) within their chosen industry
- made generalised statements without supporting evidence
- concentrated on textual analysis/close reading (e.g. extended advertisement or film examples) without linking texts to feature(s) of organisation/control
- described the history of an industry without linking texts to feature(s) of organisation/control
- wrote a prepared essay or a highly opinionated essay without factual basis or supporting evidence

ACHIEVEMENT WITH MERIT

In addition to the skills and knowledge required for the award of Achievement, candidates who were awarded Achievement with Merit typically:

- discussed the impact of a control/feature of organisation/issue on an industry
- made links between features and from features to points of analysis
- used appropriate supporting evidence, that backed up points rather than being vaguely related or unnecessary
- showed a well developed knowledge of their chosen industry.

ACHIEVEMENT WITH EXCELLENCE

In addition to the skills and knowledge required for the award of Achievement with Merit, candidates who were awarded Achievement with Excellence typically:

- utilised current examples and issues (where applicable)
- began with a thesis, well developed throughout the essay
- used a wide range of judiciously chosen supporting evidence woven into their argument
- raised implications/impacts that went beyond commonly held beliefs
- referred to wider sociological, technological, economic issues related to their industry.

OTHER COMMENTS

Candidates found it easier to explain traditional industries and analyse than wider interpretations of industry, such as the 'entertainment' industry.

Many answers from candidates who used the evidence from a guest speaker within a particular business in the industry (such as an editor or director) often just repeated their prejudices and biases as if they were fact rather than opinion. Consequently, their answers lacked balance or perspective and often did not refer to what was happening in the wider industry.

The New Zealand Film Industry continued to be the most popular choice, but many candidates had used out-of-date facts and figures or referred to a very limited range of films that made it very difficult for them to effectively analyse the industry.

Candidates who wrote using up-to-date information about current issues/controls/structures of their industry were more often able to make the leap to analysis.

Candidates who used the advertising industry often just close read specific advertisements and linked these to the process of advertising itself (using general links between the audience and product appeal), rather than explaining how the advertising industry was organised and controlled.

Some candidates wrote about genre rather than industry in confusion between this standard and the other external standard, AS90602. This was often the case with the comic industry.

90602 Explain the relationship between a media genre and society

ACHIEVEMENT

Candidates who were awarded Achievement for this standard demonstrated the required skills and knowledge. They typically:

- identified a relevant genre
- presented evidence and discussed three texts, using supporting examples
- made two connections between the genre and society
- mentioned genre but the bulk of discussion was on society
- introduced the notion of genre in introductions/conclusions only, limiting the discussion of genre
- focused discussion on individual films and not on genre.

NOT ACHIEVED

Candidates who were assessed as Not Achieved for this standard lacked some or all of the skills and knowledge required for the award of Achievement. They typically:

- did not discuss genre
- did not have a clear sense of what was central to the genre, at times saying why a text linked to society rather than a genre
- did not identify or discuss connections between genre and society
- did not provide evidence from three texts or did not provide sufficient evidence from three texts.

ACHIEVEMENT WITH MERIT

In addition to the skills and knowledge required for the award of Achievement, candidates who were awarded Achievement with Merit typically:

- discussed the purpose of the genre and created an argument
- discussed a key idea/theme in a specific genre
- used multiple texts as evidence for each connection
- pulled their discussion together by comparing texts and then linked to genre and then to society
- linked the discussion to the overall essence of the genre
- understood what made the genre meaningful to a specific aspect of society.

ACHIEVEMENT WITH EXCELLENCE

In addition to the skills and knowledge required for the award of Achievement with Merit, candidates who were awarded Achievement with Excellence typically:

- evaluated the genre by incorporating a wide range of evidence including theorists, quotes, and additional material
- synthesised their ideas and wrote clearly, logically, and fluently. Presented a strong opinion that was substantiated by text analysis and supporting expert references
- were able to structure their response as an argument, building on their judgements and developing their ideas

- went beyond the texts and discussed genre and society as a whole, selecting insightful supporting evidence from texts
- used multiple examples to support the links between genre and society. The texts cited were supporting material, not the sole focus.