

# **National Certificate of Educational Achievement**

## **2012 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

This was the final year for examinations to assess these achievement standards.

In 2012 the most successful candidates were able to write coherent and focused responses based on a thesis or considered and developed approach to the intent of each standard.

Candidates writing well about the link between genre and society in AS 90602 were able to evaluate a core feature of the genre and link that to society using their texts as support rather than discussing individual texts without linking to the essence of the genre.

The best candidates in AS 90599 had an overview of the organisation and, or, control of a media industry but were able to present a focused discussion on an aspect in detail using judicious supporting evidence.

Rote learned answers were problematic in both standards.

## STANDARD REPORTS

### 90599 Demonstrate understanding of a specific media industry

#### ACHIEVEMENT

##### Candidates awarded Achievement typically:

- discussed a clearly definable and appropriate Media Industry
- displayed a general understanding of their chosen industry
- explained the impact of two significant features of the organisation/control on their chosen industry
- used two examples to support their argument (e.g. examples of a business/businesses, media texts, organisations within the industry etc.)
- gave general answers, sometimes out of date or inaccurate/irrelevant in places
- discussed many features rather than going into depth on two.

#### NOT ACHIEVED

##### Candidates awarded Not Achieved typically:

- wrote about a business without linking to the wider industry context
- provided inaccurate, out-of-date or overly subjective feature(s)
- provided inaccurate, out-of-date or overly subjective evidence
- Only discussed one feature of organisation/control
- discussed a case study (e.g. an advertising campaign) or heavily relied on their evidence without linking it to the industry
- lacked detail or depth in their response – either in the feature or evidence or both
- discussed a role or job within the industry without connecting it to the wider industry
- discussed a media organisation without linking to the wider industry (i.e. Office of Film and Literature Classification, NZ on Air, The NZ Film Commission)
- wrote rote learned answers.

## **ACHIEVEMENT WITH MERIT**

### **Candidates awarded Achievement with Merit typically:**

- analysed the impact of at least one of the features on the industry or society – discussed 'so what does this mean?'
- supported their analysis with accurate, up-to-date and relevant evidence
- used the features to discuss an appropriate/relevant argument about the way in which the industry functions
- discussed the industry first and used the evidence as a support.

## **ACHIEVEMENT WITH EXCELLENCE**

### **Candidates awarded Achievement with Excellence typically:**

- developed a relevant 'thread' throughout their argument, backed up by judiciously chosen and relevant evidence
- used evidence from a wide range of relevant sources
- wrote in depth about their chosen features
- referred to wider sociological, technological, economic or social trends affecting or related to their industry and/or the wider media industry
- interrogated one aspect of the industry in depth.

## **OTHER COMMENTS**

Candidates who did well in this examination had knowledge of current issues, structures, etc of their chosen industry. They wrote about the industry foremost, using their evidence to prove their understanding. Media industries are often complex organisations.

Candidates who had a particular focus or an aspect of an industry that they understood in depth were advantaged.

The Hollywood Studio system continues to be a popular choice for students and whilst usually the features are well understood and explained, candidates often fail to use a range of evidence or see the significance or implications of this rigid system of organisation in its historical context.

The New Zealand film industry also continues to be popular. This year candidates were more often writing about more current examples of the industry, but were not always accurate, and in some cases subjective comments about film makers or organisations limited their chances of success.

Using out-of-date examples about any current media industry restricted the ability of students to succeed – in a changing media environment these industries are constantly adapting and changing.

Candidates writing about businesses only did not succeed. This standard is about industry. Similarly those candidates using information collected as case studies or highly evidence based answers found it difficult to succeed. The impact of the features needed to be on the industry NOT on the example. For example a candidate writing about the newspaper industry discussing the impact of the internet should discuss the impact on the wider industry not just on a specific newspaper. Close reading examples (e.g. advertisements) also often failed to connect to the wider industry context as did a study of censorship in relation to the New Zealand Film industry.

## **90602 Explain the relationship between a media genre and society**

### **COMMENT**

Many candidates responded with society as their main focus instead of Genre. Discussion on the link to society often saw candidates give a large historical breakdown of an event, idea, or ideology without enough evidence to link it back to the genre. A common example of this approach was feminism. This type of generalization was most significant when students said things like “this text was made in 1950 and reflected communism, my second text was made in the 80s and reflected AIDS and my final text was made in 2010 and reflected 9/11”. Their genre was not often clear.

These wider ideas were in some cases not linked to any genre.

Candidates were more likely to achieve if they used the best examples of texts for a genre rather than obscure examples. The most able students can analyse texts that are interesting in terms of the genre but weaker candidates stumble with these more challenging and less typical texts.

### **ACHIEVEMENT**

#### **Candidates awarded Achievement typically:**

- identified a suitable genre
- referenced three texts
- provided two links between genre and society and gave a valid explanation
- examined the genre through individual texts and made some link to genre
- discussed an aspect of genre
- focused on a text and its connection with a significant historical event without developing an argument about the genre.

### **NOT ACHIEVED**

#### **Candidates awarded Not Achieved typically:**

- wrote about individual texts, not mentioning genre, or how the individual films related to an issue in society at the time the film was made
- referred to one or two texts, or made very minimal reference to texts
- generalised, or oversimplified their ideas with little supporting evidence from the genre or from society
- showed a weak understanding of historical events
- historical events did not show an obvious link to genre
- did not identify a characteristic of the genre
- wrote on texts that did not easily relate to their genre.

### **ACHIEVEMENT WITH MERIT**

#### **Candidates awarded Achievement with Merit typically:**

- identified a significant feature of the genre, a key aspect of the genre that could be linked to society
- used valid and accurate details about the genre and society

- analysed the purpose or essence of the genre and developed an argument about the link between genre and society
- built an argument for the link between genre and society by using several texts as evidence for each part of their analysis
- showed a level of evaluation and supported generalisations with evidence.

## **ACHIEVEMENT WITH EXCELLENCE**

### **Candidates awarded Achievement with Excellence typically:**

- gave a structured response with a strong argument
- used thesis statements based on their chosen question and carried the argument through the response
- effectively incorporated relevant critical theories to develop their responses, using genre theory or additional material to convincingly support their generalisations, such as audience reception or representation theories
- evaluated an aspect of the genre by going beyond the texts, drawing together society and genre
- wrote clearly, logically and fluently
- used comprehensive and insightful evidence from all texts studied to develop a response on their genre
- understood the complex nature of evolving societies and the evolution of genres.