

National Certificate of Educational Achievement

2013 Assessment Report

Media Studies Level 1

- 90991 Demonstrate understanding of the media coverage of a current issue or event**
- 90992 Demonstrate understanding of characteristics of a media genre**

COMMENTARY

Candidates who performed well were able to write a response that used the exam question to develop a structure for their discussion. Candidates who wrote concisely and clearly, and were able to build their points with a logical progression were able to weave excellence throughout their discussion.

Rote learned responses, or discussions based on previous years' exam papers or exemplars may not have allowed candidates to engage with the question for Achievement at all levels of the papers.

STANDARD REPORTS

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

ACHIEVEMENT

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

- provided a response that demonstrated they understood how an issue had been presented in the media – e.g. through a certain tone, depth and duration, point of view etc.
- used at least two examples of relevant evidence to show how these aspects were used in the media coverage of the event
- attempted to give reasons for the specified aspect but these may have been generalised and not supported by evidence
- made general statements about the implications of media coverage.

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 provide sufficient evidence to show understanding of an aspect of media coverage
- described a specific aspect of media coverage but the response was vague and unsupported by evidence
- made emotive statements about the issue/event rather than describing an aspect of the media coverage
- focused on the issue/event rather than an aspect of the media coverage
- failed to show an understanding of the media coverage of an event/issue
- made sweeping statements that were often not relevant to the question.

ACHIEVEMENT WITH MERIT

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

- provided reasoned explanation to discuss an aspect of media coverage
- provided relevant evidence to support the reasoned explanation of the media coverage
- included supporting detail coverage and/or other commentary.

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:

- discussed the implications of the media coverage, usually in terms of how a media audience was swayed or influenced and perhaps how resultant political or commercial decisions were made

90992 Demonstrate understanding of characteristics of a media genre

ACHIEVEMENT

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

- identified and described two significant characteristics specific to a media genre
- provided relevant examples to support the description of the characteristics from at least two media texts
- attempted to provide reasons for the use of characteristics but lacked any supporting evidence
- described the genre and each characteristic within the opening paragraph
- used varied and appropriate texts as examples.

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:

- identified and described generic characteristics not specific to a media genre, for example: 'themes, messages and values'; lighting; diegetic and non-diegetic sound; or camera shots and angles
- described only one significant characteristic specific to their genre
- provided plot summaries
- lacked sufficiently detailed answers to allow the student to demonstrate understanding of characteristics of a specific media genre
- described the plot of their chosen media text(s)
- described thematic characteristics without specific detail about how these related to the genre e.g. good vs evil in superhero genre simply stating hero is good and villain is bad but not describing how this is a specific characteristic of the superhero genre
- described characteristics related to only several texts within genre e.g. first person narrative or breaking the fourth wall in teen films
- described a characteristic of specific texts e.g. Christian allegory in *Poseidon Adventure*.

ACHIEVEMENT WITH MERIT

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

- provided relevant, reasoned explanations for the use of both characteristics of a media genre
- went beyond simply describing the characteristic

- used examples to support the characteristics, with consistent linking back to the main reason for the use of the characteristics in the genre
- showed how the characteristics are used in the genre and how they relate to narrative, e.g. princess and rebel character creates conflict in teen genre, labyrinthine setting reflects plot of thriller and adds to tension and confusion, grand finale in musicals ties up the narrative and resolves conflicts
- explained why characteristics are used in relation to audience with specific and relevant examples e.g. isolation creates feeling of fear and vulnerability for audience in horror films, stock characters in teen films appeal to and engage different sectors of teen audience.

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:

- established realistic implications, (consequences/impacts/effects), for the use of both characteristics
- supported implications with examples rather than making a generic comment e.g. will bring in more money
- included quotations and/or other evidence such as statistics from sources beyond texts within the genre such as media professionals, building their own discussion around or using these statements as spring-boards for their own discussion
- focused the discussion on the implications of the characteristics rather than going beyond the standard to a sweeping discussion of how, for example, the genre has developed over time.

OTHER COMMENTS

Achievement at all levels of this standard requires candidates to demonstrate a level of understanding at Level 6 of the curriculum. This means that a candidate's discussion should remain focused on describing, explaining the use and then examining the implication of the characteristics themselves rather than describing the characteristics then moving to a sweeping overview of the genre itself in terms of how the genre has developed or its relation to society in terms of developments in technology, or the representation of women, for example.