

National Certificate of Educational Achievement

2014 Assessment Report

Media Studies Level 2

- 91248 Demonstrate understanding of the relationship between a media product and its audience**
- 91251 Demonstrate understanding of an aspect of a media genre**

COMMENTARY

Candidates who addressed a statement and used appropriate examples from texts or other relevant evidence achieved.

Candidates who did not address a statement struggled to achieve. In particular, candidates who attempted to cover a range of aspects in their answer rather than concentrating on one aspect in depth generally did not demonstrate the depth of understanding required for achievement at Merit or Excellence level.

Candidates who performed very well demonstrated an in-depth analysis in their responses that clearly resulted from a prolonged and attentive study of the standard. This allowed candidates to incorporate a range of well-researched and reasoned consequences in their responses. In comparison, candidates who speculated and made vague and generalised comments without specific examples were unable to achieve. This was also an issue where candidates attempted to discuss consequences or implications at Excellence level, often failing to support their ideas with any reference to supporting evidence.

The choice of appropriate examples of media products and texts continues to be important. Many candidates did not achieve because their products and/or texts were not relevant to the context they were discussing or were limited in their scope to meet the requirements of the standard. They were unable to effectively use texts to show evidence of the relationship between the audience and the product or show their understanding of the aspect of the genre.

Some candidates continue to discuss media products and texts that are either inappropriate and/or age-restricted. The nature of each standard does not require viewing or participation of this kind of material, and teachers should be vigilant in maintaining censorship protocols to avoid candidates discussing graphic sexual or violent content.

STANDARD REPORTS

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

ACHIEVEMENT

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

- described at least one relationship between the media product and its audience
- described the target audience in clear terms, identifying characteristics of the target audience using specific evidence to support their discussion
- described the media product in clear terms
- focused their discussion on one of the four statements.

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 commonly:

- did not identify a specific media product, producer or specific target audience
- could not describe an aspect of the relationship between a media product and its audience
- made vague, generalised, inaccurate and/or emotive responses about the relationship between the media product and its audience
- wrote with insufficient detail to demonstrate the understanding of the relationship
- wrote a close reading of a media text (particularly film text(s)) with no reference to the relationship between the media product and its audience
- did not address the specifics of the statement, e.g. described a media product or a range of media products without sufficient description of its relationship with an audience
- focused on subjects that are not generally classified as media products (e.g. live music concerts)

ACHIEVEMENT WITH MERIT

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

- demonstrated an in-depth understanding of the relationship between a media product and its audience by explaining how and/or why the media product and its audience are connected
- used detailed and specific examples from media products and/or other relevant sources to support their discussion
- provided detailed information about the target audience and the media product
- clearly addressed one of the statements, providing valid reasons why and/or how at least one aspect of the relationship between the media product and its audience is connected and shaped

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 commonly:

- demonstrated critical understanding and/or insight of the nature of the relationship between the media product and its audience, by examining the consequences/ complexities and/or wider issues of one or more aspects of the relationship
- developed their responses by referring clearly to the specifics of their chosen statement in a sustained manner, using supporting evidence
- demonstrated understanding of the complexities of the relationship between a media product and its audience by making comparisons to other media products and by doing so providing insight on the nature of the relationship
- integrated information from a range of specific sources, i.e. media commentators, academics, articles, websites, and – where relevant – media theories to support their discussion

OTHER COMMENTS

The majority of candidates selected statement three, followed by statement one. Statement four was chosen by the fewest candidates.

Candidates who addressed a statement and included supporting details about the relationship between a media product and its audience achieved the standard.

Candidates who were able to describe an audience in some detail generally fared better than candidates who provided broad or generalised descriptions of an audience.

Candidates who did not address a statement struggled to achieve. In particular, candidates who provided rote learnt responses that adhered to a prescribed model answer often failed to address the statement adequately.

The use of relevant, specific, up-to-date examples of media products provided good scope for candidates to discuss relationship between the media product and its audience. *Burka Avenger*, *L TSA's "Legend" Drink Driving advertisement*, *NZ Listener*, *Girlfriend magazine*, and specific NZ radio stations (e.g. *The Edge*, *More FM*, etc.) are examples of media products that were used by successful candidates.

There was an increase in the use of NZ based media products by candidates. This choice seemed to provide candidates a better understanding of the target audience and the conditions that exist between them, the media product and the environment in which it takes place.

Candidates often identified societal consequences/implications of the relationship between the media product and target audience, but lacked the ability to examine critically these consequences beyond a basic identification and description. Candidates need to include relevant and specific evidence from real world sources when discussing consequences, implications or effects on the relationship between the media product and its audience. Candidates are encouraged to investigate critical commentary on their chosen media product products and to cite findings of their investigations that support their arguments. It should be noted that audience-media theory can help explain how and why aspects of the relationship between a media product and its audience operate, but simply describing a relevant audience theory does not necessarily constitute a consequence of the relationship between a media product and its audience.

Some candidates chose media products that were either inappropriate and/or age-restricted, or media products that did not provide sufficient material or scope to meet the requirements of the standard - particularly those focused on media personalities or music events (e.g. *Jim Beam Home Grown Music Festival*, etc.). While media products are associated with such events and personalities, candidates often struggled to define and describe a clear media product, at times focusing on the way a range of different media products were used by the celebrity or performance promoter, but without much depth or detail for any one product.

91251 Demonstrate understanding of an aspect of a media genre

ACHIEVEMENT

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

- addressed the statement to develop a description
- identified and described one aspect of the genre (change, commercial considerations or audience expectation and response)
- incorporated supporting evidence from at least two texts. For low Achievement, the evidence from the second text was often weak and lacked specific detail
- gave a clear sense of the genre studied rather than a comparison between two films
- tended to limit their discussion to two texts. In weak answers students compared two texts rather than really discussing the genre
- discussed multiple features within their aspect, resulting in repetitive and superficial discussions lacking consideration of the impact of the aspect on the media genre (i.e. discussing three things that changed within the genre, instead of discussing one in depth).

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 commonly:

- did not address the specific statement
- gave weak evidence about their chosen text
- discussed texts in isolation, with only vague references to the concept of genre
- discussed vague conventions not specific to the genre
- made over-simplified or generalised discussion not linked to specific aspect or genre
- compared two media texts without engaging in discussion of genre
- identified or stated an aspect of the media genre, for example change over time, but did not develop their discussion of the aspect in adequate depth.

ACHIEVEMENT WITH MERIT

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

- used the statement as a springboard to make a detailed discussion explaining how and/or why their chosen aspect had an impact on the genre
- explained why and/or how one aspect was important to the genre, supported with reasons
- supported their explanation with specific and detailed evidence, often referring to more than two relevant texts to show a wider understanding of their aspect and the genre
- discussed their chosen aspect of the genre in media terms rather than discussing themes or symbolism
- attempted to discuss how their chosen aspect related to wider society but made over-simplifications

- listed implications but did not examine them or their consequences in any real depth. Often candidates would discuss multiple implications but not in enough detail to demonstrate a comprehensive analysis.

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 commonly:

- addressed the statement consistently through their response
- examined the wider implications of the aspect on the genre and the audience/society
- demonstrated critical understanding of the significance of the aspect
- coherently weaved evidence into their answer, often including and examining how the aspect reflects relevant media theory
- provided insight into the complexities of an audience's response and expectations or commercial considerations of change in a media genre
- critically examined and appreciated the complex causes for success or failure within a genre
- maintained focus on the genre and/or the audience rather than societal relationships
- recognised that the genre operates within a larger framework.

OTHER COMMENTS

Question 1 was the most common statement chosen. Candidates who answered well on this topic did not give a timeline of the genre, but chose relevant and specific products from a wide-spanning time frame in order to clearly illustrate their point.

Successful genres this year included serialised tv **vampire, sci-fi, reality tv and** westerns. Less successful **genres included tv animated** comedy, social drama, music video.