

National Certificate of Educational Achievement

2014 Assessment Report

Media Studies Level 3

- 91490 Demonstrate understanding of an aspect of a media industry**
- 91493 Demonstrate understanding of a relationship between a media genre and society**

COMMENTARY

Candidates who arrived at the examination with a prepared answer who were not able to relate what they had learned to an examination question did not achieve.

STANDARD REPORTS

91490 Demonstrate understanding of an aspect of a media industry

ACHIEVEMENT

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

- identified and defined an aspect of a media industry
- displayed reasonable understanding of how this aspect operated in the industry
- used at least TWO relevant examples to support their explanation
- made some attempt to respond directly to the chosen option.

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 respond in any detail
- failed to discuss/explain how that aspect worked/operated in the industry/society
- were unable to provide relevant/specific examples
- did not respond to the chosen option at all.

ACHIEVEMENT WITH MERIT

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

- constructed a clear argument on the significance of the aspect chosen
- used relevant/specific evidence
- responded specifically to the option chosen
- drew conclusions as to the significance/impact of the chosen aspect.

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:

- wrote in depth and with flair – showing a strong understanding of the industry/aspect
- constructed a solid argument that specifically responded to the chosen option
- showed insightful analysis regarding the significance of the aspect discussed
- used relevant/specific evidence to support their argument
- were able to make connections to the wider media and society.

OTHER COMMENTS

Unsuccessful candidates tried to wedge seemingly pre-learned answers into selected options that demanded other approaches/material. In some cases, unwise selection of question affected the candidate adversely.

Too many candidates failed to follow the clear instructions and planning suggestions to build answers that responded to the question.

Most candidates chose options relating to changes in industry, economic, technological or organisational factors.

Some candidates who wrote on historical aspects such as Hollywood's Golden Age struggled to respond to the significance of the aspect chosen.

A large number of candidates seemed to base their entire study on one text/organisation without extrapolating their findings to the wider industry.

Better responses used up-to-date examples, from a wide variety of sources.

91493 Demonstrate understanding of a relationship between a media genre and society

ACHIEVEMENT

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

- provided a simple but clear explanation of an aspect of the relationship between a specific genre and society which was relevant to the chosen statement
- provided clear examples from at least two texts which supported their explanation
- demonstrated a clear understanding of the chosen statement in relation to genre and society.

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:

- failed to address the chosen statement
- relied on rote-learned essays for the main part of their response
- provided very generalised responses
- provided some explanation of the specific relationship between genre and society but often only at the beginning and/or end of the essay
- provided evidence which was inaccurate or irrelevant to their explanation or their chosen statement
- provided no specific details from genre texts
- provided responses which were more suitable from close reading of texts rather than an explanation of the relationship between a genre and society.

ACHIEVEMENT WITH MERIT

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

- analysed the relationship between a media genre and society by explaining the impact of the chosen relationship on the genre and/or on the society for which it was intended
- developed a cohesive argument in regards to the aspect of the relationship between a media genre and society
- provided rational and comprehensive reasons for the impact of the chosen aspect (statement) on the genre and/or society
- provided accurate, specific and relevant examples to support their argument from media texts
- maintained a strong question focus throughout the essay.

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:

- provided a thesis from which a cohesive and focused argument developed through the essay based on their chosen statement
- provided a range of relevant and accurate evidence to support their evaluation
- used genre theory as a platform from which to develop a thesis and frame an argument
- evaluated the impact of the chosen aspect of the relationship between a media genre and society by drawing convincing conclusions about the wider significance of the aspect of the relationship
- expressed their thinking and knowledge in an integrated manner, often drawing insightful conclusions about the wider significance
- provide a succinct and well-focused conclusion to their essay.

OTHER COMMENTS

Candidates chose well from the comprehensive range of statements to demonstrate the depth of their understanding.

For every question, candidates who addressed the chosen statement and used specific evidence from at least two relevant texts were able to Achieve. Often these responses were very repetitive, using multiple examples to support the same explanation which did not allow for any development of their discussion.

Genres which do not span a range of time were not suitable for a number of questions. For example, Film Noir 1940-1950 usually did not provide sufficient material for Q1, Q4 and Q5.

Often candidates attempted to challenge the chosen statement but failed to acknowledge this throughout their discussion resulting in poor question focus.

Many rote learned essays were evident with tenuous links to the chosen statement.

Accuracy of social/historical events was often very poor. For example, the dates of significant wars, the timing of the great depression and content knowledge about the American social/political movements of the 1960's, rendering candidates' arguments weak as this did not allow for a 'demonstration of understanding'.

Candidates who had a solid understanding of genre theory and were able to integrate this knowledge into their essays were often able to perform at Merit or Excellence level insofar as they demonstrated in-depth and/or perceptive understanding of the relationship between genre and Society.

Candidates who wrote essays which exceeded 1000 words were often not developing their discussion but giving extensive examples to exemplify the same arguments.

Some candidates failed to discuss genre (as a framework or theory) but undertook a close reading of texts.

Candidates who chose obscure or tenuous genres or identified a medium such as 'radio' or 'social networking' struggled to meet the requirements of the standard.

Candidates who chose well defined, historical genres which span a range of time and social/political change were well resourced to respond to a range of statements, for example Film Noir (with neo noir), The Western, The Zombie Film genre, American TV sitcoms, Science Fiction Film, Horror Film, War Film.