

# 2015 NCEA Assessment Report

Media Studies Level 1 90991, 90992

## Part A: Commentary

Comment on the overall response of candidates to 2015 examinations for all achievement standards covered by this report.

Overall, candidates' spread of grades was consistent with previous years. Candidates were generally well-prepared and those achieving the higher grades displayed good understanding of the aspects covered in the scope of each standard, as highlighted by the explanatory notes and assessment specifications.

## Part B: Report on standards

### 1. Assessment Report for 90991: Demonstrate understanding of the media coverage of a current issue or event

<b>Achieved</b>	<p>Candidates who were assessed as Achieved commonly:</p> <ul style="list-style-type: none"> <li>used the chosen statement to frame the description of the aspect of the issue or event</li> <li>described the event/issue</li> <li>related their description to the aspect chosen aspect</li> <li>produced specific source details</li> <li>used at least two examples of relevant evidence to show how the aspect was used in the media coverage of the event or issue</li> <li>attempted to give reasons for the chosen aspect.</li> </ul>
<b>Not Achieved</b>	<p>Candidates who were assessed as Not Achieved commonly:</p> <ul style="list-style-type: none"> <li>did not provide examples of coverage</li> <li>produced generic descriptions of the issue or event</li> <li>did not focus upon the media coverage</li> <li>failed to give reasons for the specified aspect of media coverage.</li> </ul>
<b>Achieved with Merit</b>	<p>Candidates who were assessed as Achieved with Merit commonly:</p> <ul style="list-style-type: none"> <li>produced specific reasons in relation to the chosen aspect of media coverage</li> <li>provided relevant evidence to support reasons for chosen aspect of media coverage</li> <li>discussed the implications of the media coverage</li> <li>included supporting detail coverage and/or other commentary</li> <li>showed good understanding of the issue/event and its coverage.</li> </ul>
<b>Achieved with Excellence</b>	<p>Candidates who were assessed as Achieved with Excellence commonly:</p> <ul style="list-style-type: none"> <li>provided detail related to the implications of the media coverage, usually in terms of how a media audience response and its social responses.</li> <li>wrote clear concise and logical essays</li> <li>used the structure of the achievement standard to show they understood why an issue or event was presented in a particular way and the results that followed from the presentation.</li> </ul>
<b>Standard specific comments</b>	<p>Candidates who responded to the chosen statement throughout their discussion consistently demonstrated understanding.</p>

## 2. Assessment Report for 90992: Demonstrate understanding of characteristics of a media genre

<p><b>Achieved</b></p>	<p>Candidates who were assessed as Achieved commonly:</p> <ul style="list-style-type: none"> <li>• showed an understanding of the requirements of the examination</li> <li>• identified a question to answer and generally used it to frame their response throughout their discussion</li> <li>• used several brief and well chosen examples from texts to support the description of the chosen topic</li> <li>• attempted to structure and paragraph their response so as to clearly demonstrate their understanding</li> <li>• occasionally attempted to explain the reasons for the impact of their chosen topic</li> <li>• had sufficient evidence to display understanding.</li> </ul>
<p><b>Not Achieved</b></p>	<p>Candidates who were assessed as Not Achieved commonly:</p> <ul style="list-style-type: none"> <li>• supplied insufficient detail or evidence in their response to show understanding</li> <li>• did not identify or address a question/option</li> <li>• provided a rote learned response rather than addressing a question to demonstrate understanding.</li> </ul>
<p><b>Achieved with Merit</b></p>	<p>Candidates who were assessed as Achieved with Merit commonly:</p> <ul style="list-style-type: none"> <li>• provided reasoned explanation of the relevance/impact/importance of their topic rather than by making generic or opinion-based statements unsupported by evidence</li> <li>• demonstrated in-depth understanding by carefully using succinct and relevant evidence to support their discussion</li> <li>• demonstrated their own understanding by providing their own explanation and evidence rather than by using rote learned writing.</li> </ul>
<p><b>Achieved with Excellence</b></p>	<p>Candidates who were assessed as Achieved with Excellence commonly:</p> <ul style="list-style-type: none"> <li>• wove aspects of comprehensive understanding into their writing throughout their response; not just in their conclusion</li> <li>• backed up their examination consistently with judicious evidence relevant to their chosen topic</li> <li>• used individualised argument and evidence that indicated the student had researched/studied for comprehensive understanding rather than producing a rote learned response</li> <li>• wrote succinctly about specific detail and presented a coherent response.</li> </ul>
<p><b>Standard specific comments</b></p>	<p>Rote learned responses did not provide candidates with the ability to address a question to demonstrate understanding. It appeared that many students used the same rote learned information and examples from texts to illustrate points. This often stopped students from demonstrating in depth or comprehensive understanding for Achievement with Merit or Excellence as they did not use a chosen question to frame the discussion.</p>