

2015 NCEA Assessment Report

Media Studies Level 3 91490, 91493

Part A: Commentary

Candidates need to be able to apply their knowledge of Media Studies within the context the most suitable question rather than preparing themselves for a question. Candidates who had breadth and depth were able to provide an answer to a specific question which resulted success at the higher grades.

Part B: Report on standards

1. Assessment Report for 91490: Demonstrate understanding of an aspect of a media industry

Achieved	<p>Candidates who were assessed as Achieved commonly:</p> <ul style="list-style-type: none"> were able to identify and define an aspect of a media industry but often only made tenuous links to their chosen option used at least two or more relevant examples to demonstrate their understanding of how the media industry operates.
Not achieved	<p>Candidates who were assessed as Not Achieved commonly:</p> <ul style="list-style-type: none"> failed to identify a specific aspect of a media industry failed to provide specific supporting relevant detail of/from the industry failed to explain how / why the aspect operates in the industry failed to make their information at all appropriate to the statement they had selected. used information that was incorrect discussed a specific company without linking to the industry as a whole.
Achieved with Merit	<p>Candidates who were assessed as Achieved with Merit commonly:</p> <ul style="list-style-type: none"> were able to analyse an aspect of a chosen media industry were able to explain the impact on the industry and or society addressed their chosen option coherently drew conclusions as to the significance/impact of the chosen aspect.
Achieved with Excellence	<p>Candidates who were assessed as Achieved with Excellence commonly:</p> <ul style="list-style-type: none"> had sound control over their information wrote in a fluent and appropriate manner and used a suitable amount of detail in relation to their subsequent argument chose an appropriate statement for their industry that allowed for an insightful discussion wrote with a suitable structure that enabled them to layer their discussion so that there could be perceptive evaluation of the past, present and/or future trends of/for their industry.
Standard Specific comments	<p>Some candidates who wrote on historical aspects of their chosen industry struggled to respond to the significance of the aspect chosen, or struggled to discuss an aspect. Those candidates who outlined an historical timeline of the industry often made no reference to its impact/significance.</p> <p>The candidates who wrote on current issues within an aspect of a chosen media industry generally answered well when providing a variety of supporting detail.</p> <p>Many candidates chose the wrong option for the material they knew on the aspect of a media industry, and thus struggled to gain merit or excellence. Candidates need to be able to apply what they have learned in response to the question rather than preparing for a question.</p>

2. Assessment Report for 91493: Demonstrate understanding of a relationship between a media genre and society

Achieved	<p>Candidates who were assessed as Achieved commonly:</p> <ul style="list-style-type: none"> provided an explanation of the relationship between a media genre and society provided specific, relevant supporting details from media texts made reference their chosen statement in their response had some consistent question focus throughout the response.
Not achieved	<p>Candidates who were assessed as Not Achieved commonly:</p> <ul style="list-style-type: none"> failed to address the chosen question failed to provide relevant specific supporting evidence from media texts provided limited responses which did not allow from the development of an argument within which to demonstrate understanding supplied inaccurate historical references talked in absolutes' e.g. "Nobody trusted anyone in the 1960's" based their discussion on media texts that did not constitute a genre.
Achieved with Merit	<p>Candidates who were assessed as Achieved with Merit commonly:</p> <ul style="list-style-type: none"> analysed the relationship of a media genre and society by explaining the impact (or cause and effect) of the relationship on the genre and/or the society maintained question focus throughout the essay developed a cohesive argument in regards to the aspect of the relationship between the media genre and society provided relevant, specific supporting evidence from a range of media texts and may at times use evidence from other sources to validate observations or assertions.
Achieved with Excellence	<p>Candidates who were assessed as Achieved with Excellence commonly:</p> <ul style="list-style-type: none"> provided a thesis from which they developed their discussion with this central focus demonstrated comprehensive knowledge of both their chosen genre and the socio-political context in which the genre is intended applied media theory to enable them to critically examine and draw valid conclusions about the relationship provided a range of relevant, specific supporting details from a wide range of media texts often integrating these details in a articulate and efficient manner drew perceptive conclusions in regards to the relationship based on the evidence presented.
Standard specific comments	<p>Film Noir is the most commonly discussed genre. Candidates who focused on one short period within the life cycle of a genre were often limited in their responses. Genres which worked well were those which have a range of academic discourse attached to them which teachers could use to develop the candidates understanding. Film as genre most commonly provides the best opportunity for candidates to develop academically robust and valid discussions about genre. Candidates who discuss films rather than genre are limited in their responses. Candidates who wrote on genres that showed clear and insightful links to society such as Science Fiction, Horror, Western, Film Noir/Neo Noir and Documentary typically produced essays of high quality.</p>