

## Assessment Report

# New Zealand Scholarship Media Studies 2023

## Performance standard 93303

### General commentary

The 2023 examination offered candidates a good variety of quotations and statements across all three questions. Successful scholarship candidates interrogated the quotations / statements in a clear and structured way and consistently focused their argument on all aspects of the quotations / statement. They provided relevant arguments / analysis and consistently integrated up-to-date issues and events into their responses. These candidates often provided a range of perspectives – particularly in response to Questions One and Three. Unsuccessful candidates offered generic and unconvincing responses, with factually inaccurate evidence or limited media text support to illustrate their argument, while not directly addressing their chosen statements. Such responses seemed either pre-prepared, using quotes or key words from previous years' examination statements or other sources; or seemed like material used specifically for Level 3 assessments, such as the genre study or the development internal.

It is recommended that candidates undertake a full and well-rounded course of study to write convincing responses at Scholarship level that include an understanding of a media industry and practical media production experience.

The most popular options chosen by candidates for Question One: The relationship(s) between media and wider society, were quotation / statement 1: "... reaching an audience with the right content in a personalised way is the challenge for media companies", quotation / statement 2: "There should be regulation of social media because of its negative influence on the public good", and quotation / statement 4: "Streaming was built for yesterday's music business". Quotation / statement 3: "New Zealand is a country full of storytellers with rich, diverse stories waiting to be told, so we must act now to ensure that the entire industry is able and ready to tell them" was not widely chosen by candidates.

The best responses came from candidates who had clearly studied the relationship between a media industry and wider society. For example, the best responses to the social media quotation / statement focused on specific social media platforms, offering contemporary examples, as well as their negative influence / effects on society / public good, in combination with a critical analysis on social media regulation. By comparison, candidates who chose the streaming quotation / statement often argued against streaming being built on yesterday's music business but failed to recognise the effects that the three major music companies had on the revenues of music streaming companies and their music artists. Those candidates who did respond to the New Zealand storytellers quotation / statement generally provided strong responses, showing a convincing understanding of the cultural, commercial, and political issues facing the production of New Zealand stories across film and / or subscription video on demand.

For Question Two: Media production, candidates chose evenly across all four quotations / statements. Candidates that performed well maintained a balance of answering the quotation / statement, while critically reflecting on choices, challenges, or successes, and their impact on the outcome, using supporting evidence from their own production journey. At the same time, successful candidates also made convincing links to other film-makers or media creators to support their critical reflections on their production experiences. However, many candidates did not adequately link influences with the creation of their own product.

A number of candidates relied too much on their own production, particularly with quotation / statement 1: "Learn from mistakes. Yours and other people's". Other candidates relied too heavily on influential media products, particularly with quotation / statement 4: "It's not where you take things from. It's where you take them to", not making links between the media products. Candidates who answered the learning from mistakes quotation / statement often focused on a narrative list of mistakes from their production process, instead of critically analysing the effects and consequences of these mistakes on the production context. As with responses to Question One, many candidates did not fully interrogate the quotations / statements in Question Two. In addition, some candidates continued to refer to non-media production texts outside the scope of the question, in particular drama and musical productions.

The most popular choices for Question Three: The close reading of media texts, were quotation / statement 2: "Film provides an opportunity to marry the power of ideas with the power of images" and quotation / statement 3: "I just want to tell good stories in ways that will shine a light on lives rarely seen on screen [or other mediums], because stories can push humanity forward". Many candidates responded effectively with strong and convincing arguments using a range of popular genres and case studies. However, many candidates did not fully address and / or interrogate the quote effectively. For example, candidates who chose the film provides an opportunity quotation / statement often weighted their arguments on "the power of ideas" in genre film, at the expense of "the power of images" in their responses. Successful candidates balanced their argument across both elements of the quote. Similar issues also occurred with the good stories quotation / statement, with a number of candidates attempting to force their knowledge of a specific genre representation into their response and not properly addressing the key aspects of the quote, namely, "shine a light on lives rarely seen on screen" and "push humanity forward". A number of candidates successfully used case studies on the films of specific film directors, particularly in response to quotation / statement 2 and quotation / statement 4: "Truly creative things happen when one thinks differently, yet nobody wants to think differently".

## Report on performance standard

Candidates who were awarded Scholarship with **Outstanding Performance** commonly:

- provided well-considered, thoughtful analysis with considerable insight and / or originality, including multiple viewpoints and cultural considerations where appropriate
- developed a clear, convincing argument that addressed the whole quotation or statement
- demonstrated a strong understanding of historical context and societal links and could make connections between the past and current trends / events / developments
- unpacked the quotation / statement and argued from a range of positions
- demonstrated originality and flexibility of thought with considerable understanding of ambiguity and subtlety in their argument
- applied their considerable subject knowledge in a convincing argument

- wove media theory and critical perspectives in their argument in a convincing and knowledgeable manner, by choosing relevant theorists and framing their approaches in a clear and appropriate way
- stated personal opinions appropriately and questioned both historical and contemporary decisions and trends
- synthesised critical understanding of their production experience with realistic and convincing reference and comparison to other media creators and / or texts.

Candidates who were awarded **Scholarship** commonly:

- responded effectively to the whole quotation / statement and developed an argument using their subject knowledge
- included well-considered analysis with some insight
- used evidence from a range of sources in support of their argument
- demonstrated some understanding of ambiguity and subtlety in their argument
- demonstrated an understanding of historical context and / or societal links, in relation to the quotation / statement and how it fitted within the context of the question (going beyond giving an historical summary, by offering thoughtful reasons for specific developments)
- showed broad and / or deep subject knowledge through their argument
- used media theory where appropriate
- analysed their media production experience with reference to those of other film-makers or media creators
- made insightful connections to media producers and products to support their critical reflections on their production experiences where relevant
- made well-considered and effective choices when writing about the representation of particular groups in media texts.

Candidates who were **not awarded Scholarship** commonly:

- did not adequately address the whole quotation / statement in a convincing way
- developed simplistic arguments
- applied pre-learned answers that were not reflective of the quotations / statements chosen
- did not directly address their chosen quotations / statements
- made sweeping claims without clear supporting evidence
- used inappropriate or insufficient evidence
- did not attempt or complete all three essays
- argued from one narrow point of view
- described or summarised their production experience with limited analysis or reflection.