

Exemplar for Internal Achievement Standard

Media Studies Level 1

This exemplar supports assessment against:

Achievement Standard 90990

Demonstrate understanding of selected elements of media text(s)

An annotated exemplar is an extract of student evidence, with a commentary, to explain key aspects of the standard. These will assist teachers to make assessment judgements at the grade boundaries.

New Zealand Qualification Authority

To support internal assessment from 2014

	Grade Boundary: Low Excellence
1.	<p>For Excellence, the student needs to demonstrate comprehensive understanding of selected elements of media text(s).</p> <p>This involves:</p> <ul style="list-style-type: none"> • using relevant media language • describing the use and effects of selected elements in the media text(s) • giving reasoned explanations of how or why the selected elements combine to create effects. <p>One selected element is lighting/colour. The student demonstrates sufficient comprehensive understanding of the selected element, by using relevant media language to describe in detail several examples of how the element of lighting/colour is used in a scene from the media text 'The Perks of Being a Wallflower' (1).</p> <p>The student describes the effect of the use of lighting/colour in the scene and, how it contributes to the mood of the scene and the character development, in order to cue the audience response (2).</p> <p>The student gives several reasoned explanations for the effect of the colour in creating a romantic mood, the effect this has on the audience (3), and the effect of the lighting to develop characterisation (4).</p> <p>The student describes in detail how lighting and dialogue combine to develop character and the effect that this has on the audience's opinion of the character (4).</p> <p>For a more secure Excellence, the student could:</p> <ul style="list-style-type: none"> • describe in more specific detail how the use of elements combine to build a logical argument (e.g. the lighting in the cross cut scenes) • give further reasoned explanations of how/why elements combine to create particular effects (e.g. shot choice and lighting).

Lighting and colour are what create a mood or an atmosphere, deciding the tone of the setting. In the very beginning of the scene, the director has chosen a warm, yellow glow effect of high saturated lighting. (1) This proposes that the characters in this present scene are possibly in a good/happy mood. (2)

The reason why we anticipate this is because yellow is predominantly known as a colour used to brighten or lighten up the mood of a situation. (3)

Also as Sam and Charlie come together and kiss we find that as it cuts from the medium close up to a mid shot, we find that suddenly the lighting colour has changed from yellow to a warm pink. (1) This gives the audience a sense of familiarity and we can identify that pink is obviously not a dangerous colour, leaving us to wonder how long this romantic mood will last as this is the moment between Sam and Charlie we have waited for throughout the whole movie, wondering whether they will actually become a couple. (3)

Another key point I have identified is that the lowly saturated parts of the cross cuts reflect the very parts of Charlie's life. He seems to want to keep them in the dark. (2) E.g. when his aunty abused him it was in the dark, something that was hidden. Yet the cross cut where the car crash happens is brighter. (6) In this case Charlie was ready to admit that he is responsible for the incident. He wants to shed light on this. (2) This is supported by the dialogue between him and his sister on the phone, "I killed Aunt Helen, didn't I? She died getting my birthday present, so I guess I killed her right?" He wanted it in the light, to be exposed. (4)

The combination of effective side lighting and dialogue usage are two things that really stand out to me. An example being when Sam expresses her emotions to Charlie with one side of her face being lightened while the other half was in the darkness. With this lighting came her dialogue, "I want people to like the real me". (1) The lighting shows that there are two different sides to her personality and she wanted someone like Charlie to see the real side. (4)

	Grade Boundary: High Merit
2.	<p>For Merit, the student needs to demonstrate in-depth understanding of selected elements of media text(s).</p> <p>This involves:</p> <ul style="list-style-type: none"> • using relevant media language • describing the use and effects of selected elements in the media text(s) • giving reasoned explanations for the effect(s) of the selected elements. <p>One selected element is the use of dialogue. The student demonstrates in-depth understanding of this element in a scene from the media text 'The Perks of Being a Wallflower', by using relevant media language to describe in detail how dialogue is used in the scene (1).</p> <p>The student describes the effect of the dialogue in the scene and how it is used to communicate the relationship between the two characters to the audience (2).</p> <p>The student gives reasoned explanations for the effect of the dialogue in conveying character development (3), and supports this argument by explaining what this tells the audience about Charlie's character (4).</p> <p>The student describes how other elements are used together with dialogue to create meaning (5).</p> <p>To reach Excellence, the student could:</p> <ul style="list-style-type: none"> • describe in more detail how the use of the combined elements conveys the relationship (e.g. close ups and the dialogue) • give further reasoned explanations of how/ why elements combine to create the effect of closeness in the relationship (e.g. the setting of the conversation and dialogue) • develop the explanation of how/why crosscutting combined with dialogue helps to create effects by giving us a 'fuller picture of Charlie's mind'.

Charlie and his **dialogue** with Sam make him seem to be a shy person yet comfortable. He seems mature and settled in her presence. (2) The **setting** of him being in her room helping her to pack shows closeness in their relationship. They seem to be speaking openly. (5)

Charlie's dialogue with Sam is one of reassurance as Sam is preparing to leave. The dialogue between them both sets Charlie to be in support of Sam leaving but then he makes the statement, "Pretty soon, you'll have a whole new group of friends, you know. You won't ever think about this place anymore" as if to really want to say, "Don't forget me". (1)

This dialogue shows how much Charlie actually wants to be remembered by Sam, as he wants Sam to miss him and their relationship. (2)

This dialogue, **plus the visual elements of close ups on both of the characters' faces**, helps us to understand further the relationship that exists and what both actually want it to be. Both characters look like they are struggling with the emotions. They seem to want it to be more. (3) (5)

As you settle into understanding that his crush is being made known – the editing elements of **cross cuts** have the audience thrown from the crush confession into a fast pace of cross cuts showing the many things in Charlie's mind. It ends up being his life story. (4) The narrative continues without dialogue between the present time characters but cross cuts and the voices from these cross cuts. (5)

This combination of dialogue, visual and editing elements give a fuller picture of Charlie's state of mind. Sam now becomes a very minor focus for the viewers; Charlie's state of mind has all of the audience's attention. (4)

	Grade Boundary: Low Merit
3.	<p>For Merit, the student needs to demonstrate in-depth understanding of selected elements of media text(s).</p> <p>This involves:</p> <ul style="list-style-type: none"> • using relevant media language • describing the use and effects of selected elements in the media text(s) • giving reasoned explanations for the effect(s) of the selected elements. <p>One selected element is the use of mid-shots. The student demonstrates in-depth understanding of this element in a scene from the media text 'The Perks of Being a Wallflower' by using relevant media language to give a general description of mid shots (1).</p> <p>The student describes in detail how the mid shot is used in the scene (2). He describes the effect of the mid shot in the scene and how it contributes to the confrontational mood of the scene and develops characterisation (3).</p> <p>The student gives some reasoned explanation of the purpose of the scene and the effect that this has on the audience (4) (5).</p> <p>For a more secure Merit, the student could:</p> <ul style="list-style-type: none"> • describe how the specific use of this element creates the effects described, e.g. how the use of mid shots makes the scene 'uncomfortable' and 'terrifying' (3) • give further reasoned explanations, supported by specific evidence, of how the use of mid shots creates the confrontational effect (4).

The **mid shots** used in the film *Perks of Being a Wallflower* were used to create an effect to do with the narrative and characters in the story. (1)

The **mid shots** were used in the bedroom scene when Charlie and Sam were talking about their relationship and why Charlie didn't ask Sam out. The mid shots that were used always showed one character and cut between each other. They start when Charlie moves away from Sam to the bed. Sam remains by the boxes. Charlie fidgets with his hands trying to appear relaxed, but it becomes clear he is being put on the spot by Sam. (2)

This was used to show their relationship and made the scene confrontational as it was straight-up and the spot. This makes the scene uncomfortable for both characters because Charlie didn't admit how he felt about Sam, making this scene terrifying for him. (3)

The filmmakers wanted to make the scene confrontational because they wanted to show that there is no relationship between Charlie and Sam and they're both isolated from one another, which shows that they have no relationship because he never asked her out. (4)

The audience wants Charlie and Sam to end up together and have a happy ending together. Charlie's situation may relate to a portion of the audience having had a crush and not doing anything about it. (5)

	Grade Boundary: High Achieved
4.	<p>For Achieved, the student needs to demonstrate understanding of selected elements of media text(s).</p> <p>This involves:</p> <ul style="list-style-type: none"> • mostly using relevant media language • describing how selected elements are used in the media text(s) • describing the effect(s) of the selected elements. <p>One selected element is the use of lighting. The student demonstrates some understanding of this element in a scene from the media text 'The Perks of Being a Wallflower' by mostly using relevant media language to give a general description of the lighting (1).</p> <p>The student describes how lighting is used in a specific example in the scene (2). She describes the effect of the lighting in the scene and how it contributes to the mood of the scene, characterisation and narrative development (3).</p> <p>The student attempts to explain the effect of the lighting in the scene (4).</p> <p>To reach Merit, the student could:</p> <ul style="list-style-type: none"> • use more relevant, technical media language to describe the lighting beyond terms such as 'shade' and 'glow' (2) (3) (4) • provide more examples of the use of lighting in the scene to show in-depth understanding • provide more reasoned explanation for the effect of the element beyond the explanation of how lighting conveys the way Charlie's sister is feeling (3) (4).

Colour and lighting is another important effect on a movie to show the mood of a scene in the movie. The **lighting** in film serves to add texture and depth to any frame or scene. The colour in films often goes unnoticed but when expertly used can add to the general mood of the film with symbolic qualities. (1)

In the scene where Charlie calls his sister (who is at a friend's house), she is sat in the sun enjoying her time with her friends. She gets a call from Charlie and she walks away from her friends. He mentions something about killing his Aunt Helen and as soon as he says that she is under some shade, her reaction changes and so does the lighting and the shot loses the glow. (2)

She is quite a light character and she is also quite bubbly so as soon as she went into the shade, the glow cuts off and her reaction is worried, which shows the audience that she knows that Charlie is going insane. She is trying her best to stay as calm and keeping Charlie calm as well. (3)

This shows Charlie's sister going from bubbly and light to worried. The lighting shows this by her being in the sun having a great time but then in some shade which makes the scene more dramatic. (4)

	Grade Boundary: Low Achieved
5.	<p>For Achieved, the student needs to demonstrate understanding of selected elements of media text(s).</p> <p>This involves:</p> <ul style="list-style-type: none"> • mostly using relevant media language • describing how selected elements are used in media text(s) • describing the effect(s) of the selected elements. <p>One selected element is jump cuts. The student demonstrates just sufficient understanding of this element in a scene from the media text 'The Perks of Being a Wallflower' by mostly using relevant media language to give a general description of the editing (1).</p> <p>The student describes, in just sufficient detail, how the editing of jump cuts is used in the scene (2).</p> <p>The student describes the effect of the use of jump cuts in the scene and briefly describes how it contributes to the mood of the scene, characterisation and narrative development (3).</p> <p>For a more secure Achieved, the student could:</p> <ul style="list-style-type: none"> • describe the editing element of jump cutting more specifically • describe the example of the jump cut in the scene in more specific detail to demonstrate greater understanding of the effects described (2) (3).

Editing is a very important part of a movie to make effects and different shots and angles. Editing is a change from one shot to another which requires a transition. There are several different types of edits and each one has their own purpose. (1)

After he bangs his head on the front door, Charlie walks up the stairs and then it has him walking down the hallway but they edited it so it **jump cuts** as he is walking down the hallway. (2)

The scene shows the audience that Charlie doesn't like thinking about his 'repressed memories' and that the tension is rising. The jump cuts makes the audience think that he is getting more crazy and makes the audience wonder what Charlie is going to do. The audience need to feel how Charlie feels and the jump cuts make the audience think 'What is he going to do? What is going to happen?' which is what the director was intending to do. The scene shows Charlie losing his mind and the jump cuts have an effect of making him seem crazy. (3)

	Grade Boundary: High Not Achieved
6.	<p>For Achieved, the student needs to demonstrate understanding of selected elements of media text(s).</p> <p>This involves:</p> <ul style="list-style-type: none"> • mostly using relevant media language • describing how selected elements are used in the media text(s) • describing the effect(s) of the selected elements. <p>One selected element is the editing of jump cuts. The student demonstrates some understanding of jump cuts in a scene from the media text 'The Perks of Being a Wallflower' by providing a general description of a jump cut (1). Some examples of editing elements used in the scene are briefly described (3).</p> <p>The student describes the effect of the editing element in general terms (2). Some general description of the effect of the editing element in conveying meaning in this scene is provided (5).</p> <p>To reach Achieved, the student could:</p> <ul style="list-style-type: none"> • use media language which is more relevant to the selected element of jump cuts, rather than the descriptions and examples of crosscutting and flashback from the scene (1) (3) • describe the example of the jump cut in the scene more accurately, and in more specific detail • describe the effects of the use of the jump cut in this scene in more specific detail, by specifying how the use of jump cutting aids 'in filling in the holes', (2) what these 'holes' are, and how the use of the jump cut helps us 'understand why it was such a big deal' (4) (5).

Jump cuts are cuts that break the continuity of time by 'jumping' forward from one part of action to another. (1) This technique in *Perks of Being a Wallflower* is extremely useful and helpful to the audience as it allows us into Charlie's mind. (2)

Throughout Charlie's break down there are many jump cuts cutting to the past of his Aunt and him beating up the bullies in the cafeteria then back to him in the present crying at his desk. (3) These jump cuts aid in filling in the holes from earlier in the film. (2)

Like when Charlie saw Patrick and Brad making out. Patrick said, 'It'll be our little secret'. It then cut to his Aunt saying, 'It'll be our little secret'. (3)

At the time it didn't seem to make a lot of sense but when we see the jump cut to what his Aunt did to him, we understand why it was such a big deal to just say, 'It'll be our little secret'. (4) This helps the audience understand better why he is so seriously messed up in the head and why he has such a big melt down after all his friends leave. (5)