

Assessment Schedule – 2016

Media Studies: Demonstrate understanding of the relationship between a media product and its audience (91248)

Evidence

Note: The candidate has either identified the statement responded to: 1, 2, 3, 4, 5, 6, 7, or 8; or made their selection evident in the answer.

Achievement	Achievement with Merit	Achievement with Excellence
<p>Identifies a specific media product on the planning page, or anywhere within the answer.</p> <p>Refers to ONE aspect of the relationship between the chosen media product and its audience.</p> <p>Describes at least ONE relationship between the media product and its audience that shows a connection between this media product (or its producers) and its audience.</p> <p>The description may include:</p> <ul style="list-style-type: none"> any aspect of the ways in which the media product (or its producers) and the audience interact, or form a relationship. <p>Description includes supporting detail.</p>	<p>Explains how and/or why the media product and its audience are connected.</p> <p>The explanation could cover such things as:</p> <ul style="list-style-type: none"> how and why techniques are used to identify and / or measure a media audience how and why techniques are used to target a media audience how and why other elements of the relationship operate. <p>Explanation includes supporting detail from at least ONE media text and / or other relevant sources.</p> <p><i>Note: If the explanation is integrated within the description, then the examples used can count as evidence for BOTH the description and explanation, i.e. the candidate does not need to include evidence of an additional text to achieve Merit.</i></p>	<p>Examines a consequence of the relationship between a media product and its audience.</p> <p>The examination of the consequence could cover such things as:</p> <ul style="list-style-type: none"> the implications of the aspect on the relationship itself, the product, media audiences, other media, and/or wider society, or other relevant issues the effectiveness of the aspect on the relationship between the media product and its audience evidence of insight or understanding of the complexities of the relationship the nature of the relationship, examining wider issues such as competition, effects of globalisation and cross-media tie-ins, audience fragmentation, branding, societal concerns, new media. <p>Examination includes relevant supporting detail, or draws on detail from earlier explanation.</p>

N1	N2	A3	A4	M5	M6	E7	E8
Shows a limited understanding of the relationship between a media product and the audience, but lacks supporting details.	<p><i>EITHER:</i> Describes an aspect related to the relationship (e.g. a method of audience measurement), but no connection is made between this aspect and the media product, or its audience.</p> <p><i>OR:</i> Attempts to describe the relationship, but with unclear (or invalid), or little reference to supporting details.</p> <p><i>OR:</i> Describes a media product and its audience in detail, but without describing a relationship between the product and the audience.</p>	<p><i>EITHER:</i> Describes the relationship, but with weak supporting details.</p> <p><i>OR:</i> Uses a clear example to illustrate the relationship, but reference to this relationship is implied, rather than clearly stated.</p>	Describes the relationship with the use of relevant supporting details.	<p>Explains how and / or why the media product and its audience are connected, with the use of relevant supporting detail.</p> <p>Explanation in part may be weak, but is supported by detailed examples.</p>	Explains, in detail, how and / or why the media product and its audience are connected, with the use of relevant supporting detail.	Examines a consequence (or implication / effectiveness) of the relationship, and makes links to relevant supporting details.	Examines a consequence (or implication / effectiveness) of the relationship, by realising the complexities of the relationship, or showing evidence of insight.

N0 = No response; no relevant evidence.

Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 2	3 – 4	5 – 6	7 – 8

Appendix – Sample answer material (partial examples only)

Achievement	Achievement with Merit	Achievement with Excellence
<p>Statement 1: Knowing its audience is essential for a media producer.</p> <p>Media product: ‘Legend’ ad</p> <p>Audience: Blue-collar Māori males between the ages of 15 and 24.</p>		
<p>The candidate describes the media product’s audience in clear terms, with specific identifying characteristics, e.g.:</p> <ul style="list-style-type: none"> <i>The main target audience of the ‘Legend’ ad is blue-collar Māori males between the ages of 15 and 24.</i> <p>The candidate describes at least ONE aspect of the relationship between the ‘Legend’ ad and blue-collar Māori males between the ages of 15 and 24, e.g.:</p> <ul style="list-style-type: none"> <i>By using young Māori males and their typical speech, the advertisement and its context became immediately relatable.</i> <i>The inclusion of humour is another appealing convention that makes the ‘Legend’ ad different from previous ads that relied on morbid shock tactics and gruesome crash footage.</i> <p>The candidate includes specific evidence to support the discussion, e.g.:</p> <ul style="list-style-type: none"> <i>One such example of this is the line, “Bro, Monique thinks you’re dumb”.</i> <i>“You know I can’t grab your ghost chips” quickly became a notable tagline of the ad and became a popular phrase amongst the target audience.</i> 	<p>The candidate explains how and / or why an aspect of the relationship connects the ‘Legend’ ad and blue-collar Māori males between the ages of 15 and 24.</p> <p>The candidate may compare or contrast the ‘Legend’ ad with other similar media products to illustrate in depth how and why the relationship operates, e.g.:</p> <ul style="list-style-type: none"> <i>‘Trapped’ left the audience feeling depressed and reluctant to view it again. If youth feel like they are being lectured to, they switch off. The developers of the ‘Legend’ ad understood this and adopted a more positive approach. The difference in approach can be seen in the contrast between the ads’ taglines.</i> <p>The candidate may provide an in-depth understanding of the relationship that exists between the ‘Legend’ ad and blue-collar Māori males between the ages of 15 and 24, e.g.:</p> <ul style="list-style-type: none"> <i>It is because of the humour that the ad was so widely discussed and shared – its humour makes it worth sharing on social media (like Facebook or Twitter) and viewing multiple times.</i> <p>The candidate may include supporting detail and specific examples from media products and / or other relevant sources, e.g.:</p> <ul style="list-style-type: none"> <i>The ‘Legend’ ad had over two million views as of October 2011 and YouTube statistics showed the highest demographic of viewers were males aged between 24 and 35. Numerous pages on</i> 	<p>The candidate examines a consequence of the relationship between the ‘Legend’ ad and blue-collar Māori males between the ages of 15 and 24.</p> <p>The candidate may demonstrate understanding of the complexities of the relationship, e.g.:</p> <ul style="list-style-type: none"> <i>Some may argue that a consequence of the inclusion of humour is that the underlying severity of the ad’s message is compromised.</i> <i>However, an implication of this positive focus on an anti-drink-driving campaign is the normalisation of drinking culture amongst Māori youth.</i> <p>The candidate may examine the effects and wider issues of the relationship, e.g.:</p> <ul style="list-style-type: none"> <i>However, in the medium of the 30-second TV ad, stereotypes are relied on to appeal to a specific target audience. Therefore, in terms of addressing social issues in any depth, the advertising medium can have only a limited impact on New Zealand drinking culture.</i> <p>The candidate may include supporting detail from a range of sources, such as media commentators, academics, articles, websites, and (where relevant) media theories to support their discussion, e.g.:</p> <ul style="list-style-type: none"> <i>As a recent study put it, “these advertisements overtly reproduced racial ... stereotypes and biases”.</i>

	<p><i>Facebook have been dedicated to humorous excerpts from the ad. The Facebook page, “You know I can’t grab your ghost chips bro” has 32 000 ‘likes’, with hundreds of comments praising the originality of the ad.</i></p> <ul style="list-style-type: none">• <i>A study released by the NZTA found more than 90 per cent of people remembered the ad when prompted. Most importantly, three-quarters of those who remember the ad said it was likely to stop them from driving under the influence.</i>	
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