Assessment Schedule – 2012

Media Studies: Demonstrate understanding of characteristics of a media genre (90992)

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
Demonstrate understanding involves describing the characteristics of a specific media genre as demonstrated in specific media texts.	*Demonstrate in-depth understanding* involves giving reasoned explanations of how and why these characteristics are used in a specific media genre as demonstrated in specific media texts.	*Demonstrate comprehensive understanding* involves examining an implication of the use of characteristics in a specific media genre as demonstrated in specific media texts.

Evidence Statement

Achievement	Achievement with Merit	Achievement with Excellence
Describes TWO significant characteristics of a media genre. For example, a characteristic of a genre may be: • sitcoms – running joke, closed set • fantasy films – complete imaginary world, hero undertaking a quest • westerns – lone hero, isolated communities, shoot-out.	**Explains** how and / or why TWO significant characteristics are used in a media genre.	**Examines** the implication(s) of the use of TWO significant characteristics in a media genre. The implication may be an effect. This could include any of the following: • popularity • profit • representation • changing / mixing of the genre(s) • audience / fans.
Supporting evidence from at least TWO media texts is given for EACH characteristic.	Supporting evidence from at least TWO media texts is given for EACH characteristic.	Supporting evidence from at least TWO media texts is given for EACH characteristic.
Partial example for ONE characteristic: *The diagram shows the "princess" at the top of the groups of little people. The other groups are smaller, and represent the other stereotype groups in teen films. The "princess" is the person who is at the top of the social hierarchy in the school. In The Breakfast Club, Claire is better than the others because she has sushi for lunch and eats it nicely.* *The groups are all separate, showing the different and opposing personalities of each group. Teen films have*	Partial example for ONE characteristic: *Each distinct stereotypical group in teen films has traits, which cause tension in teen films. As each stereotypical character such as the jock and rebel express their identity in a film, conflict is created because a jock has different ways of behaving than a nerd. In* The Breakfast Club, *the detention group in the library argue, as each expresses their own identity and it clashes with how the others think you should behave. For example, when Claire gets her sushi out and starts eating with chopsticks, the others stop and*	Partial example for ONE characteristic: *The use of stereotypes in teen films appeals to the target audience because the stereotypes are placed within the structure of a hierarchy, which reflects the "real life" experiences of teenagers at school. Peer groups based on social ranking are common at any school, as teenagers find their identity through those they hang out with.* *The range of social cliques in a teen film provides a wide range of characters for audience members to*

many groups of stereotypical characters. In Mean Girls, there are the different groups like the "plastics", "jocks", and "mathletes" …	*stare at her because she is acting in a way that is different to them. This is in direct contrast to the way Allison eats, which is deliberately messy and trying to gross the others out. This is her way of keeping her "outsider" status – pushing the others away by being disgusting …*	*identify with. The conflict between the different social cliques in the hierarchy provides the basis for conflict, which provides added interest to the film and for the audience. By using a common problem such as the new kid at school (as in Mean Girls and Rebel Without a Cause), a teen film can appeal to a teenage audience for a number of years, rather than just the audience at the time a film is made …*

Not Achieved		Achievement		Merit		Excellence	
N1	**N2**	**A3**	**A4**	**M5**	**M6**	**E7**	**E8**
Incomplete identification of characteristics.	Incomplete identification of characteristics.	TWO characteristics are described in some detail.	TWO characteristics are described in detail.	TWO characteristics are explained in some detail.	TWO characteristics are explained in detail.	TWO characteristics are examined. Likely consequence or conclusion drawn from evidence, is valid.	TWO characteristics are examined in detail. Likely consequence or conclusion drawn from evidence, is valid, and at times, insightful.
Little understanding of the characteristics of a chosen media genre shown in description.	Shows some understanding of the characteristics of a chosen media genre.	Shows understanding of the characteristics of a chosen media genre.	Shows understanding of the characteristics of a chosen media genre. May attempt to give reasons for their use in the genre, but these are oversimplified, or weak.	Shows a sound understanding of the characteristics of a chosen media genre. Gives some reasoned explanation for their use in the genre.	Shows a sound understanding of the characteristics of a chosen media genre. Gives reasoned explanation for their use in the genre.	Shows convincing understanding of the characteristics of a chosen media genre. Reasons given for their use are thoughtful.	Shows convincing understanding of the characteristics of a chosen media genre. Reasons given for their use are insightful.
Insufficient evidence used.	Insufficient evidence used.	Sufficient relevant evidence provided.	Sufficient relevant evidence provided.	Detailed and relevant evidence provided.	Detailed and relevant evidence provided.	Detailed and judicious evidence provided.	Detailed and judicious evidence provided.

N0 = No response; no relevant evidence.

Judgement Statement

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

Codes

A	=	U1 + U2
M	=	I1 + I2
E	=	C1 + C2