MEDIA MINI MOCK SECTION A

**QUESTION 1**

This question is based on both of the following:

• the Close Study Product you have studied: Maybelline ‘Bossed Up’ campaign (2017)

• the video game Close Study Product you have studied: Tomb Raider Anniversary (2007).

Carefully reference both products that you have studied when answering the question.

**Compare the specific choices that have been made in the choices of media language used to represent of gender in the two products.**

In your answer, you must consider:

• how gender is represented through processes of selection and combination

• the reasons for the choices made in the representation of gender

• the similarities and differences in the representations of gender

• how far these representations are influenced by historical, social and political contexts of media.

[20 marks]

**QUESTION 2**

**Analyse the use of print language of the Close Study Product ‘Men’s Health’ that you have studied in terms of the analytical framework of Semiotics.**

In your answer, you must consider:

• the use of individual features and elements that are used to construct this media product

• the way Semiotics helps to understand some of these choices

• the way in which media language helps to construct identity

[10 marks]

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| **Media Studies****Assessment Feedback Sheet** |
| Student Name |  |
| Assessment | Section A mini-mock |
| Date | February 2018 |
| Mark Breakdown | Q1: /20 | Q2: /10 |
| TOTAL MARK  |  /30 |

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| **Assessment Objectives – AO2 1 and AO2 2*** **Apply knowledge and understanding of the theoretical framework of media to analyse media products including in relation to their contexts (15 marks)**
* **Make judgements and draw conclusions (5 marks)**
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| Level | Range | Description |  |
| 4 | 16-20 | Excellent and judicious application of knowledge and understanding of the theoretical framework of media to analyse the products. The analysis is detailed and critically engages with the nuanced aspects of the representations of gender in relation to the products. Excellent, astute judgements and conclusions both in relation to the products and also the contexts in which they were created that are consistently well supported by relevant and detailed analysis of specific products. Consistently appropriate and effective use of subject specific terminology throughout.  |  |
| 3 | 11-15 | Good, accurate application of knowledge and understanding of the theoretical framework of media to analyse the products. The analysis sometimes engages with the nuanced aspects of the representation of gender in relation to the product. Good judgements and conclusions that are frequently supported by appropriate analysis of relevant aspects of the product. Mostly appropriate and effective use of subject specific terminology. |  |
| 2 | 6-10 | Satisfactory application of knowledge and understanding of the theoretical framework though this is likely to be underdeveloped and may, in places, be more descriptive than analytical. The analysis engages with the generally obvious and straightforward aspects of the representations of gender in relation to the product. Satisfactory judgements and conclusions that are reasonable and supported by analysis of relevant aspects of the product and also the contexts in which they are made that are sometimes supported by examples. At this level students may only focus on either the products or the contexts.Occasional appropriate use of subject specific terminology, but inconsistently.  |  |
| 1 | 1-5 | Basic, if any, application of knowledge and understanding of the theoretical framework of media that is likely to be generated and unfocused. The analysis that engages with the straightforward aspects of the representations of gender in the products.Basic judgements and conclusions that are only partially supported by reference to the product and also the contexts in which they were created that are generally unsupported by examples. At this level, responses will be underdeveloped and rea likely only to consider one product and/or one context. Very little, if any appropriate use of subject specific terminology.  |  |
| 0 | 0 | Nothing worthy of credit |  |

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| **Assessment Objectives – AO2 1** * **Apply knowledge and understanding of the theoretical framework of media to analyse media products through the use of academic theories (10 marks)**
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| Level | Range | Description |  |
| 5 | 9-10 | Excellent and judicious application of knowledge and understanding of the theoretical framework of media to analyse the products. Excellent, detailed and accurate use of SemioticsAnalysis is detailed and critically engages with the nuanced aspects of the product. Consistently appropriate and effective use of subject specific terminology throughout.  |  |
| 4 | 7-8 | Good, accurate application of knowledge and understanding of the theoretical framework of media to analyse the products. Good, accurate use of SemioticsAnalysis is logical and frequently engages with the nuanced aspects of the product.Mostly appropriate and effective use of subject specific terminology. |  |
| 3 | 5-6 | Some satisfactory application of knowledge and understanding of the theoretical framework to analyse the product though this is likely to be underdeveloped and may, in places, be more descriptive than analytical. Satisfactory, generally accurate use of Semiotics.The analysis is generally sound and engages with the straightforward aspects of the product. Occasional appropriate use of subject specific terminology.  |  |
| 2 | 3-4 | Basic, if any, application of knowledge and understanding of the theoretical framework of the theoretical framework to analyse the product though this is likely to be generalised. Basic use of Semiotics to the product and there is likely to be a lack of clarity or relevance.Analysis is underdeveloped and tend towards description of the productVery little, if any appropriate use of subject specific terminology.  |  |
| 1 | 1-2 | Minimal application of knowledge and understanding of the theoretical framework to analyse the product.Minimal, if any, use of SemioticsAnalysis contains multiple inaccuracies or irrelevant points and is almost always descriptive.Minimal, if any, use of subject specific terminology  |  |
| 0 | 0 | Nothing worthy of credit |  |

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| To move to the next level you need to: Student Reflection & Actions: |