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| **Media Studies**  **Assessment Feedback Sheet** | | |
| Student Name |  | |
| Assessment | NEA assessment | |
| Date | October 2019 | |
| Mark Breakdown | Statement of Intent: /10 | Media Language: /15 |
|  | Representation: /15 | Industry & Audience: /20 |
| Total | /60 | |

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| **Assessment Objectives AO3:**  **Statement of Intent**  Students will be expected to complete and submit a statement of intent which includes their interpretation of the brief, the research they have done, how that research has informed their ideas and the strength of the ideas they have developed. (10 marks) | | | |
| Level | Range | Description |  |
| 5 | 9-10 | • An outstanding, detailed statement that refers directly and effectively to the intended uses of media language and representations and how these will target the intended audience and reflect the appropriate industry context.  • The intentions outlined in the statement are consistently appropriate to the brief and target the audience in a clear and direct way.  • Excellent evidence of the application of knowledge and understanding of the theoretical framework of media through extensive and sustained use of relevant and accurate subject specific terminology. |  |
| 4 | 7-8 | • A detailed statement that demonstrates the intended uses of media language and representations and how these will target the intended audience and reflect the appropriate industry context.  • The intentions outlined in the statement are almost always appropriate to the brief and target the intended audience.  • Good evidence of the application of knowledge and understanding of the theoretical framework of media through frequent use of relevant and accurate subject specific terminology. |  |
| 3 | 5-6 | • A clear statement that demonstrates some intended uses of media language and some intended aspects of representation and how these will target the intended audience and reflect the appropriate industry context.  • The intentions outlined in the statement are generally appropriate to the brief and target the intended audience in a general way.  • Satisfactory evidence of the application of knowledge and understanding of the theoretical framework of media through some use of relevant subject specific terminology. |  |
| 2 | 3-4 | • A statement making only occasional reference to the intended uses of media language and/or occasional aspects of representation and how these will target the audience or the industry context.  • The intentions outlined in the statement of intent are inconsistently appropriate to the brief and only sometimes target the intended audience.  • Basic evidence of the application of knowledge and understanding of the theoretical framework of media through very little use of relevant and accurate subject specific terminology.. |  |
| 1 | 1-2 | • A statement has been submitted.  • The intentions outlined in the statement are unlikely to be appropriate to the brief and have minimal sense of the intended audience.  • Minimal evidence of the application of knowledge and understanding of the theoretical framework of media in which any attempt to use subject specific terminology is likely to be inaccurate. |  |
| 0 | 0 | Nothing worthy of credit |  |

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| **Assessment Objectives AO3:**  **Media Language**  Students will be rewarded for the degree of expertise they demonstrate in using media language within the chosen media form (15 marks) | | | |
| Level | Range | Description |  |
| 5 | 13-15 | • Excellent application of knowledge and understanding of media language, demonstrated by the consistently appropriate and effective selection and combination of elements to communicate very clear meanings throughout the product.  • An excellent product that constructs very effective narratives and shows deliberate control of connotations and clearly and purposefully constructs points of view that embody values and attitudes. |  |
| 4 | 10-12 | • Good application of knowledge and understanding of media language, demonstrated by the frequently appropriate and effective selection and combination of elements to communicate clear meanings throughout the product.  • A good product that constructs effective narratives and shows some deliberate control of connotations, though this may not be throughout, and constructs points of view that reflect values and attitudes. |  |
| 3 | 7-9 | • Satisfactory application of knowledge and understanding of media language, demonstrated by the generally appropriate but inconsistently effective selection and combination of straightforward elements to communicate generally clear meanings throughout the product.  • A satisfactory product that constructs suitable narratives and shows occasional control of connotations but rarely constructs points of view. |  |
| 2 | 4-6 | • Basic application of knowledge and understanding of media language, demonstrated by the occasionally appropriate selection and combination of simple elements to communicate basic meanings.  • A basic product that constructs simple narratives and shows little awareness of connotations. |  |
| 1 | 1-4 | • Minimal application of knowledge and understanding of media language, demonstrated by little appropriate selection and combination of very simple elements to communicate very limited meanings.  • A minimal product that shows little awareness of narrative.. |  |
| 0 | 0 | Nothing worthy of credit |  |

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| **Assessment Objectives AO3:**  **Media Representations**  In this section students will be rewarded for the degree of expertise they demonstrate in creating and using appropriate representations within the chosen media form (15 marks) | | | |
| Level | Range | Description |  |
| 5 | 13-15 | • Excellent application of knowledge and understanding of media representations, demonstrated by the consistently effective use or subversion of stereotypes and/or stereotypical representations that are highly appropriate to the audience, form and genre.  • Excellent use of media representations to communicate clear and highly appropriate meanings throughout. |  |
| 4 | 10-12 | • Good application of knowledge and understanding of media representations, demonstrated by the frequently effective use or subversion of stereotypes and/or stereotypical representations that are appropriate to the audience, form and genre.  • Good use of media representations to communicate appropriate meanings throughout. |  |
| 3 | 7-9 | • Satisfactory application of knowledge and understanding of media representations, demonstrated by the sometimes effective use or subversion of stereotypes and/or stereotypical representations that are generally appropriate to the audience, form and genre though there are likely to be some inconsistencies.  • Satisfactory use of media representations to communicate generally appropriate meanings though this is unlikely to be throughout the product. |  |
| 2 | 4-6 | • Basic application of knowledge and understanding of media representations, demonstrated by the rarely effective use of stereotypes and/or stereotypical representations that are only occasionally appropriate to the audience, form and genre.  • Basic use of representations to communicate only occasionally appropriate meanings. |  |
| 1 | 1-4 | • Minimal application of knowledge and understanding of media representations, demonstrated by a lack of appropriate use of stereotypes and/or stereotypical representations that are very rarely appropriate to the audience, form and genre.  • Minimal use of media representations to communicate very little discernible meaning. |  |
| 0 | 0 | Nothing worthy of credit |  |

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| **Assessment Objectives AO3:**  **Effectiveness and engagement with industry and audience**  In this section students will be rewarded for how well their media product communicates meanings, reflect the industry specified in the brief and whether or not they have met the requirements stipulated in the brief. (20 marks)  *Teachers/assessors are to use their professional judgement rather than looking for evidence of testing the product on a live audience.* | | | |
| Level | Range | Description |  |
| 5 | 17-20 | • An excellent product that would successfully engage the designated audience by employing a consistently effective and appropriate mode of address throughout.  • An excellent product that reflects very clear knowledge and understanding of the media industry through the consistent use of highly appropriate codes and conventions for the specified form, genre and industry.  • Meets all the requirements of the brief and completes all of the  tasks fully. |  |
| 4 | 13-16 | • A good product that would interest the designated audience by employing a frequently effective and appropriate mode of address throughout.  • A good product that uses generally relevant codes and conventions for the specified form, genre and industry.  • Meets almost all of the requirements of the brief and almost all of the tasks are completed.. |  |
| 3 | 9-12 | • A satisfactory product that would be of some interest to the designated audience by employing a sometimes effective and appropriate mode of address throughout.  • A satisfactory product that uses some relevant codes and conventions appropriate to the specified form, genre and industry though with some inconsistency.  • Meets the main requirements of the brief and most of the tasks are completed but some of the details are missing. |  |
| 2 | 5-8 | • A basic product that would only be of occasional interest to the designated audience by employing a mode of address that is only occasionally effective or appropriate.  • A basic product that uses codes and conventions of the specified form, genre and industry inconsistently.  • Meets some of the requirements of the brief but only a few of the tasks have been completed and it may fall below the specified length/duration. |  |
| 1 | 1-4 | • A minimal product that would be unlikely to interest the designated audience and has little sense of mode of address.  • A minimal product that only very rarely uses codes and conventions of the form, genre and industry.  • Meets very few of the requirements of the brief and it is likely to fall well below the specified length/duration.  For marks towards the top of the band this must be, at least, a recognisable media product. |  |
| 0 | 0 | Nothing worthy of credit |  |

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