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| **Media Studies****Assessment Feedback Sheet** |
| Student Name |  |
| Assessment | A2 New Media / Postmodernism |
| Date | March 2021 |
| Mark Breakdown |  /20 |

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| **Assessment Objectives – AO1 1a, AO2 1b and AO2 3*** **Demonstrate knowledge of the theoretical framework of media (4 marks)**
* **Demonstrate understanding of the theoretical framework of media (8 marks)**
* **Apply knowledge and understanding of the theoretical framework of media to make judgements and draw conclusions (8 marks)**
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| Level | Range | Description |  |
| 4 | 16-20 | * Excellent and accurate understanding of the theoretical framework that is demonstrated by consistently appropriate and detailed consideration of ideas about simulation and hyperreality.
* Excellent and judicious use of the theoretical framework.
* Excellent application of knowledge and understanding produces an evaluation of Baudrillard’s ideas that is insightful and very well-informed.
* Judgements and conclusions regarding the validity of Baudrillard’s ideas are perceptive and fully supported with detailed reference to specific aspects of the marketing and advertising CSPs.
* Consistent highly appropriate use of subject specific terminology throughout.
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| 3 | 11-15 | * Good understanding of the theoretical framework that is demonstrated by frequent appropriate consideration of ideas about simulation and hyperreality. Good use of the theoretical framework.
* Good application of knowledge and understanding produces an evaluation of Baudrillard’s ideas that is sound and well-informed.
* Judgements and conclusions regarding the validity of Baudrillard’s ideas are logical and well supported with reference to relevant aspects of the marketing and advertising CSPs.
* Frequent appropriate use of subject specific terminology throughout.
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| 2 | 6-10 | * Satisfactory understanding of the theoretical framework that is demonstrated by generally appropriate consideration of ideas about simulation and hyperreality.
* Satisfactory use of the theoretical framework.
* Satisfactory application of knowledge and understanding produces an evaluation of Baudrillard’s ideas that is sensible. In places this may lapse into application of the theory rather than evaluation.
* Judgements and conclusions regarding Baudrillard’s ideas are sensible and supported with some appropriate reference to relevant aspects of the marketing and advertising CSPs.
* Generally appropriate use of subject specific terminology throughout
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| 1 | 1-5 | * Basic understanding of the theoretical framework that is demonstrated by occasional appropriate consideration of ideas about simulation and hyperreality. Some use of the theoretical framework.
* Basic application of knowledge and understanding produces a response to Baudrillard’s ideas that is generally descriptive rather than evaluative.
* Judgements and conclusions are not developed and mostly unsupported by reference to the marketing and advertising CSPs.
* Occasional appropriate use of subject specific terminology throughout
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| 0 | 0 | Nothing worthy of credit |  |

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| Overall,* Many thanks for completing this essay

To move to the next level you need to: * Now you have completed this essay go back and revisit the source material around New Media, CSP’s 17, Postmodernism – reflection and evaluation is a great tool to more consolidated learning.
* Keep thinking about these ideas in terms of the culture that you consume
* Keep thinking about these ideas in terms of the other CSP’s that we look at.
* Make sure you think about not only the TEXT but also the role of the INSTITUTION in terms of media production and consumption.
* Revisit ideas around Audience Theory.

Student Reflection & Actions: |

**Indicative content**

This question assesses knowledge and understanding of the theoretical framework of representation and language particularly focusing on (though not limited to):

• the codes and conventions of media forms and products, including the processes through which media language develops as genre

• the dynamic and historically relative nature of genre

• the processes through which meanings are established through intertextuality. Responses are required to evaluate the validity of Baudrillard’s ideas about simulation and hyperreality in addressing uses of media language which are both historical and contemporary.

They should refer to the new media CSPs to support their points.

Responses in the **higher bands** will clearly engage with the evaluation of the validity of the ideas and will support their points with effective reference to the CSPs.

Responses in the **middle band** will show some engagement with this element of the question and use examples in a straightforward way to support conclusions.

Responses in the **lower bands** may not engage with this element of the question, may not draw conclusions that are substantiated by reference to the CSPs, or may simply describe aspects of Baudrillard’s ideas and/or the set products.

There is no requirement to argue that the ideas are valid; candidates might equally argue that Baudrillard’s ideas are neither relevant nor valid, or that it they are only valid to a certain extent.

Various conclusions are acceptable, provided they are substantiated through reference to the set products.

This is an extended response question. In order to achieve the highest marks, a response must construct and develop a sustained line of reasoning, which is coherent, relevant, substantiated and logically structured.

Baudrillard’s ideas included in the question are **Simulation** and **Hyperreality**. However, **these are post-modernist notions** so there is also scope for:

**• Simulacra**

**• Pastiche**

**• Bricolage**

**• Intertextuality**

**• Implosion.**

The debate here is about the ‘realities’ offered by the two texts and the difference between ‘representation’ and ‘simulation’, and between ‘reality and ‘hyperreality’.

**Simulation** is non-referential: a real without origin or reality: a hyperreal’.

A useful question is ‘what exactly is being signified here?’

It is evident in both texts where what is ‘simulated’ is a series of characters (both fictional and ‘real life’) engaged in the ‘routines’ of consumerism. As our lives are increasingly taken up with mediated experience, we make little distinction between the direct reality that we experience first-hand and the simulated experience offered by media.

Finally, we may get to the stage where the difference between reality and mediated experience hasn’t just got blurred, the ‘image’ part has got the upper hand, mediated signs become ‘more real than reality itself’; this is **hyperreality**