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| **Media Studies**  **Assessment Feedback Sheet** | | |
| Student Name |  | |
| Assessment | NEA assessment sheet (INDUCTION / SUMMER TASK) | |
| Date | September 2021 | |
| 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, target the audience in a direct way and articulate an excellent concept for digitally convergent products.  • Excellent evidence of the application of knowledge and understanding of the theoretical framework of media through extensive and sustained use of 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, target the intended audience and articulate a good concept for digitally convergent products.  • Good evidence of application of knowledge and understanding 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, target the audience in a general way and articulate a concept for products that are linked though not, necessarily, digitally convergent.  • 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 are inconsistently appropriate to the brief, only sometimes target the intended audience and articulates some straightforward links between the products.  • 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, have minimal sense of the intended audience and articulates few, if any, links between the products.  • 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 products.  • An excellent cross-media production 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 cross-media production 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 cross-media production 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 cross-media production that constructs simple narratives and shows little awareness of connotations. |  |
| 1 | 1-3 | • 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 cross-media production 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 products. |  |
| 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 and the extent to which they have exploited the potential for digital convergence. (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 cross-media production that would successfully engage the designated audience by employing a consistently effective and appropriate mode of address throughout.  • An excellent cross-media production 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.  • The opportunities for digital convergence are used in a very clear and coherent manner throughout the cross-media production and are consistently effective.  • Meets all the requirements of the brief and completes all of the tasks fully. |  |
| 4 | 13-16 | • A good cross-media production that would interest the designated audience by employing a frequently effective and appropriate mode of address.  • A good cross-media production that uses generally relevant codes and conventions for the specified form, genre and industry.  • The opportunities for digital convergence are used in a generally clear manner throughout the cross-media production and are frequently effective.  • Meets almost all of the requirements of the brief and almost all of the tasks are completed. |  |
| 3 | 9-12 | • A satisfactory cross-media production that would be of some interest to the designated audience by employing a sometimes effective and appropriate mode of address throughout.  • A satisfactory cross-media production that uses some relevant codes and conventions appropriate to the specified form, genre and industry, though with some inconsistency.  • The opportunities for digital convergence are used in a reasonably clear manner throughout the cross-media production and are sometimes effective.  • 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 cross-media production 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 cross-media production that uses codes and conventions of the specified form, genre and industry inconsistently.  • The opportunities for digital convergence are used inconsistently throughout the cross-media production and are only occasionally effective. • Meets some of the requirements of the brief but only a few of the tasks have been completed and the products may fall below the specified lengths/durations. |  |
| 1 | 1-4 | • A minimal cross-media production that would be unlikely to interest the designated audience and has little sense of mode of address.  • A minimal cross-media production that only very rarely uses codes and conventions of the form, genre and industry.  • The opportunities for digital convergence are used very rarely in the cross-media production and are unlikely to be effective.  • Meets very few of the requirements of the brief and the products are likely to fall well below the specified lengths/durations. For marks towards the top of the band these must be, at least, recognisable media products. |  |
| 0 | 0 | Nothing worthy of credit |  |

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| **Overall:**  **To move to the next level you need to:**   * Look at the guidance blog post, specifically **note the set brief**, the **minimum requirements** and the **statement of intent guidance**: <https://www.hautlieucreative.co.uk/media21al/nea-coursework/> * Think, reflect and plan. * Look at and measure your own work against professional standards. Identify why yours does not look as ‘professional’ and seek to make changes. * Resubmit your work in light of any changes by **Thursday 11th February 2021** if you want your work to be reassessed before it is sent off to the board for moderation.   **Student Reflection & Actions:** |