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| **Media Studies****Assessment Feedback Sheet** |
| Student Name |  |
| Assessment | Media Language and Representation Essay |
| Date | October 2021 |
| Mark Breakdown |  /20 |

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| To move to the next level you need to: * Go back to your notes on the key words, phrases and ideas; reflect, expand, develop and extend your thinking and your definitions. Look at notes from other students to help you develop your thinking.
* Look at the CSP’s in more detail, try to uncover something more than the obvious or the predictable.
* Try to structure your essay so that one point links to the next and helps to build up an overall argument rather than a series of individual points. Use a range of connecting / link words (see work document uploaded to the Men’s Health post)
* Use more subject specific terminology – ie key media studies words.
* Draw upon all key theoretical areas: semiotics, media language, representation, audience theory.
* Show evidence or wider reading – my blog, the articles and videos posted etc as well as your own individual research.
* Make sure your essay has an introduction and a conclusion.
* Look to identify contradictions, confusions and difficulties – this kind of essay is not straightforward or easy, so engage and try to resolve the complications.
* Make sure your essay is long enough to really convey your argument and that you use formal language throughout.

Student Reflection & Actions: |

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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 through the use of academic theories**
* **Make judgements and draw conclusions**
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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 the magazine cover and video game. • 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 examples. • 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 representations of gender in the magazine cover and video game. • Good judgements and conclusions both in relation to the products and also the contexts in which they were created that are frequently supported by relevant examples. • Mostly appropriate and effective use of subject specific terminology |  |
| 2 | 6-10 | • Some satisfactory application of knowledge and understanding of the theoretical framework of media analyse the products though this is likely to be undeveloped and may, in places, be more descriptive than analytical. The analysis engages with generally obvious or straightforward aspects of the representations of gender in the magazine cover and video game. • Satisfactory judgements and conclusions both in relation to the products and also the contexts in which they were created 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. |  |
| 1 | 1-5 | • Basic, if any, application of knowledge and understanding of the theoretical framework of media that is likely to be generalised and unfocused. The analysis that engages with very straightforward aspects of the representations of gender in the magazine cover and video game, and is more descriptive than analytical. • Basic judgements and conclusions both in relation to the products and also the contexts in which they were created that are generally unsupported by examples. At this level, responses will be undeveloped and are likely to only consider one product and/or one context. • Very little, if any, appropriate use of subject specific terminology |  |
| 0 | 0 | Nothing worthy of credit |  |