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**WJEC A2 Media Studies**  
**Unit 3**  
**AMPLIFIED ASSESSMENT GRIDS**

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**Assessment Objectives**

**AO1** Demonstrate knowledge and understanding of:

- the key concepts and critical perspectives of media; and
- at A2, contexts of media and their influence on media products and processes

**AO2** Apply knowledge and understanding of the key concepts of media studies to:

- analyse media products, and at A2, in relation to their contexts, using critical perspectives as appropriate

**General information, principles and guidelines**

Please note that the following Amplified Assessment Grids are designed to be used *alongside* the official mark scheme. They are designed to amplify the band descriptors in the official mark scheme, offering further guidance about the characteristics that you *might* see in candidate answers in each band for each Assessment Objective.

Marking should be positive, rewarding achievement rather than penalising failure or omissions. The awarding of marks must be directly related to the marking criteria. Examiners should use the generic assessment grid and indicative content for each question when assessing a candidate's response.

When awarding a mark, examiners should consider both Assessment Objectives and select the mark from both AO1 and AO2 which most closely describes the quality of the work being assessed. While the Assessment Objectives do co-ordinate, it is possible that candidates may achieve higher or lower bands across AO1 and AO2.

Examiners should use the full range of marks available to them.

NB: Phrases in italics are relevant if candidates are required by the question to consider a specific critical perspective

<b>AO1</b>		
<b>Demonstrate knowledge and understanding of the key concepts and critical perspectives of media</b>		
	Mark grid descriptors	Amplified Assessment grid
Band 5	<ul style="list-style-type: none"> <li>• Excellent, detailed and accurate knowledge and understanding of area of conceptual framework</li> <li>• <i>Excellent, detailed and accurate knowledge and understanding of relevant critical perspectives</i></li> <li>• Excellent use of appropriate subject specific terminology and accurate grammar, punctuation and spelling (Section A only)</li> </ul>	<ul style="list-style-type: none"> <li>• Responses will draw upon excellent, accurate and detailed knowledge of relevant aspects of the conceptual framework</li> <li>• Very clear engagement with the specific focus of the question, which may engage with the more complex aspects of the issues raised and which may at times offer an independent and original approach.</li> <li>• Knowledge of the products will be well-developed, showing ability to move from the general to the specific to demonstrate detailed understanding of both products in relation to the question.</li> <li>• Responses are likely to make perceptive and insightful points in response to the question.</li> <li>• Responses are likely to be very fluent, well-structured and integrate well-selected supporting evidence into the response.</li> <li>• <i>Knowledge and understanding of critical perspectives is likely to be precise, detailed and accurate.</i></li> <li>• Candidates will use subject specific terminology frequently and with accuracy, including more complex terms</li> <li>• Correct use of grammar, punctuation and spelling ensures precision in communication (assessed in Section A only, though this may be a characteristic of a response in other sections).</li> </ul>

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<p>Band 4</p>	<ul style="list-style-type: none"> <li>• Good, accurate knowledge and understanding of area of conceptual framework</li> <li>• <i>Good, reasonably detailed knowledge and understanding of relevant critical perspectives</i></li> <li>• Good use of appropriate subject specific terminology and mostly accurate grammar, punctuation and spelling (Section A Only)</li> </ul>	<ul style="list-style-type: none"> <li>• Responses will draw upon good and secure knowledge of relevant aspects of the conceptual framework</li> <li>• Clear and largely consistent engagement with the specific focus of the question, which engages with issues raised</li> <li>• Knowledge of the products will be developed, demonstrating ability to move from the general to the specific to demonstrate understanding of both products in relation to the question.</li> <li>• Responses are likely to make logical and coherent points in response to the question.</li> <li>• Responses are likely to be fluent, well-structured and integrate relevant supporting evidence into the response.</li> <li>• <i>Knowledge and understanding of critical perspectives is likely to be detailed and accurate</i></li> <li>• Candidates will use subject specific terminology with accuracy</li> <li>• Mostly accurate use of grammar, punctuation and spelling enables clear communication (assessed in Section A only, though this may be a characteristic of a response in other sections).</li> </ul>
<p>Band 3</p>	<ul style="list-style-type: none"> <li>• Satisfactory and generally accurate knowledge and understanding of area of conceptual framework</li> <li>• <i>Satisfactory reasonably detailed and accurate knowledge and understanding of relevant critical perspectives</i></li> <li>• Satisfactory use of appropriate subject-specific terminology and generally accurate grammar, punctuation and spelling (Section A only)</li> </ul>	<ul style="list-style-type: none"> <li>• Responses will draw upon satisfactory, straightforward and mostly accurate knowledge of relevant aspects of the conceptual framework</li> <li>• Mostly focused on the question.</li> <li>• Satisfactory and straightforward engagement with the issues raised by the question.</li> <li>• Knowledge of the products will be apparent, with ability to select appropriate examples from each.</li> <li>• Responses will make straightforward points in response to the question, but responses may be more descriptive</li> <li>• <i>Knowledge and understanding of critical perspectives is apparent, although discussion may be more descriptive.</i></li> <li>• Candidates will use subject specific terminology, mostly accurately</li> <li>• There is overall coherence with only some errors in the use of grammar, punctuation and spelling (assessed in Section A only, though this may be a characteristic of a response in other sections).</li> </ul>

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<p>Band 2</p>	<ul style="list-style-type: none"> <li>• Basic knowledge and understanding of area of conceptual framework</li> <li>• <i>Basic knowledge and understanding of relevant critical perspectives</i></li> <li>• Basic use of appropriate subject-specific terminology and some errors in grammar, punctuation and spelling (Section A only)</li> </ul>	<ul style="list-style-type: none"> <li>• Responses will demonstrate basic knowledge of relevant aspects of the conceptual framework</li> <li>• Some focus on the specific focus of the question but this is likely to be inconsistent</li> <li>• Some engagement with the issues raised by the question</li> <li>• Knowledge of the products will be apparent, but references may be generalised or not appropriate to support points made.</li> <li>• Responses will attempt to make points in response to the question, but points may be descriptive.</li> <li>• Responses may lack coherence in places</li> <li>• <i>Some knowledge and understanding of critical perspectives may be evident in the response but may be descriptive and/or inaccurate.</i></li> <li>• Candidates will use simple subject specific terminology in a straightforward way</li> <li>• There are errors in the use of grammar, punctuation and spelling which makes could make meaning unclear (assessed in Section A only, though this may be a characteristic of a response in other sections).</li> </ul>
<p>Band 1</p>	<ul style="list-style-type: none"> <li>• Minimal knowledge and understanding of area of conceptual framework</li> <li>• <i>Minimal, if any, knowledge and understanding of relevant critical perspectives</i></li> <li>• Minimal use of appropriate subject-specific terminology and many errors in grammar, punctuation and spelling (Section A only)</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of relevant aspects of the conceptual framework will be limited.</li> <li>• Limited focus on the question.</li> <li>• Focus of the key concept may remain implicit.</li> <li>• Limited engagement with the issues raised by the question.</li> <li>• Knowledge of the products will be limited.</li> <li>• <i>Knowledge of the critical perspectives will be limited, if apparent at all.</i></li> <li>• Media terms are rarely used accurately</li> <li>• There is some incoherence in expression as the use of grammar, punctuation and spelling is poor (assessed in Section A only, though this may be a characteristic of a response in other sections).</li> </ul>

NB: Phrases in italics are relevant if candidates are required by the question to consider a specific critical perspective.

<b>AO2</b>		
<b>Apply knowledge and understanding of the key concepts of media studies to analyse media products</b>		
	Mark grid descriptors	Amplified Assessment grid
Band 5	<ul style="list-style-type: none"> <li>• Excellent application of knowledge and understanding of area of conceptual framework/contexts to analyse (or compare) the set products</li> <li>• Perceptive, detailed exploration</li> <li>• <i>Excellent use of relevant critical perspective in the analysis</i></li> </ul>	<ul style="list-style-type: none"> <li>• Very clear and purposeful application of knowledge and understanding to the specific focus of the question</li> <li>• Responses are likely to make perceptive and critically analytical points in response to the question.</li> <li>• Candidates will understand the products' distinctive use of media language to create meaning and will analyse the products' use of media language to produce an insightful and detailed analysis in response to the question.</li> <li>• Application of knowledge and understanding will be well-developed, demonstrating ability to move from the general to the specific to provide detailed analysis of both products</li> <li>• Responses are likely to be fluent, well-structured and apply detailed supporting evidence</li> <li>• <i>Application of critical perspectives will be detailed and accurate enhancing understanding of particular aspects of both products.</i></li> <li>• Candidates may engage with the debate within the question.</li> </ul>
Band 4	<ul style="list-style-type: none"> <li>• Good application of knowledge and understanding of area of conceptual framework/contexts to analyse (or compare) the set products</li> <li>• Detailed exploration</li> <li>• <i>Good use of relevant critical perspective in the analysis</i></li> </ul>	<ul style="list-style-type: none"> <li>• Clear application of knowledge and understanding to the specific focus of the question.</li> <li>• Candidates will understand the products distinctive use of media language to create meaning and will produce a logical and reasonably detailed analysis in response to the question.</li> <li>• Application of knowledge and understanding will be developed, demonstrating an ability to move from the general to the specific to provide good analysis of both products.</li> <li>• Responses are likely to be fluent, well-structured and apply supporting evidence.</li> <li>• <i>Application of critical perspectives will be detailed and accurate, which help to illuminate particular aspects of the products.</i></li> </ul>
Band 3	<ul style="list-style-type: none"> <li>• Satisfactory application of knowledge and understanding of area of</li> </ul>	<ul style="list-style-type: none"> <li>• Reasonable application of knowledge and understanding to the focus of the question.</li> <li>• Candidates will show some understanding of the products' distinctive use of media language to create meaning. Analysis is likely to be reasonable and straightforward.</li> </ul>

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	<p>conceptual framework/contexts to analyse (or compare) the set products</p> <ul style="list-style-type: none"> <li>• Straightforward exploration</li> <li>• <i>Some appropriate use of relevant critical perspective in the analysis</i></li> </ul>	<ul style="list-style-type: none"> <li>• Application of knowledge and understanding will be reasonable, utilising more general points to provide straightforward analysis of both products.</li> <li>• Responses will be reasonably fluent, structured and apply supporting evidence.</li> <li>• <i>Some application of critical perspectives will be apparent.</i></li> </ul>
Band 2	<ul style="list-style-type: none"> <li>• Basic application of knowledge and understanding of area of conceptual framework/contexts to analyse (or compare) the set product</li> <li>• Tendency to describe <i>Basic use of relevant critical perspective in the analysis</i></li> </ul>	<ul style="list-style-type: none"> <li>• Some application of knowledge and understanding to the question, but this may be implicit.</li> <li>• Some basic analysis will be apparent, but undeveloped.</li> <li>• Responses will attempt to make points in response to the question, but some may be descriptive.</li> <li>• Responses will have some fluency.</li> <li>• <i>Candidates may attempt some application of critical perspectives, but this may be descriptive with some inaccuracies.</i></li> </ul>
Band 1	<ul style="list-style-type: none"> <li>• Minimal application of knowledge and understanding of area of conceptual framework/contexts to analyse (or compare) the set products</li> <li>• Limited consideration (of area of conceptual framework/contexts)</li> <li>• <i>Minimal, if any, use of relevant critical perspective in the analysis</i></li> </ul>	<ul style="list-style-type: none"> <li>• Limited application of knowledge and understanding to the question.</li> <li>• Limited engagement with the question demonstrating limited understanding of the</li> <li>• Analysis of products will be minimally apparent.</li> <li>• Response may be a fragmentary response (possibly in bullet points or note form) that may lack coherence.</li> <li>• <i>There may be no engagement with the critical perspectives, or there may be significant inaccuracies.</i></li> </ul>