



WJEC AS Media Studies
Unit 2
AMPLIFIED ASSESSMENT GRIDS

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Amplified Assessment Grid

Assessment Objectives

- AO2** Apply knowledge and understanding of the key concepts of media studies to evaluate their own practical work.
- AO3** Research, develop and create media products for an intended audience, applying knowledge and understanding of key concepts of media studies.

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.

- The appropriate band for each part of the assessment objective should be established by determining which performance descriptors best reflects the candidate's performance.
- The appropriate mark should then be established by determining the extent to which the candidate has met the criteria within the relevant band – completely met (upper part of band), securely met (middle of band), just met (lower part of band).
- The total marks for each column may reflect performance at different bands across the different parts of the assessment objective. For example, a candidate may achieve band 4 for column 1 and band 5 for column 2.

Research

Research is an individual task with a 600 – 750 word limit. Learners are required to analyse three contrasting products which are comparable to their chosen products, i.e. with different types of characters; from different sub genres; from different news websites and/or texts which contain diverse representations.

The Research may take the form of discursive writing, annotations or notes. There are no differentials in the marks scheme for the method selected by the learner. The Research should explore the genre conventions of the products, the representation issues raised by them and reference to how media language is used generally to target the specific audience/s.

A03		
Research media products for an intended audience, applying knowledge and understanding of key concepts of media studies.		
	Mark grid descriptors	Amplified Assessment Grid
Band 5	<ul style="list-style-type: none"> • Excellent ability to research media products for an intended audience. • Research is highly relevant and appropriate. • Excellent application of knowledge and understanding of genre, representation and audience. 	<ul style="list-style-type: none"> • A precise and well-structured response that is within the prescribed word limit. • Learners will have analysed 3 highly appropriate, relevant contrasting texts, • Discussion will be highly appropriate for the production and aspects of the texts explored will be well-chosen. • An excellent understanding of genre conventions will be demonstrated • A thorough understanding of representational issues together with an excellent and at times insightful summary of how media language has been used to target audience/s • Points made will be perceptive and focused and may link to relevant media theories.
Band 4	<ul style="list-style-type: none"> • Good ability to research media products for an intended audience. • Research is relevant and appropriate. • Good application of knowledge and understanding of genre, representation and audience. 	<ul style="list-style-type: none"> • A coherent and accurate response which is within the prescribed word limit. • Learners will have analysed 3 well-chosen, relevant texts. • Analysis will clearly and coherently identify genre conventions and representation issues. • Knowledge and understanding of audience issues will be logical and mainly accurate.

		<ul style="list-style-type: none"> • A clear focus will be maintained and there may be some reference/s to relevant media theory.
Band 3	<ul style="list-style-type: none"> • Satisfactory ability to research media products for an intended audience. • Research is mostly relevant and appropriate. • Satisfactory application of knowledge and understanding of genre, representation and audience. 	<ul style="list-style-type: none"> • A straightforward, valid response which is likely to be within the recommended word limit. • Learners are likely to have analysed 3 appropriate products although responses to each text may be uneven, and the analysis may be repetitive and formulaic in places. • a straightforward understanding of media language and of relevant media concepts is evident (e.g. genre, representation and audience) but this may not be consistently applied.
Band 2	<ul style="list-style-type: none"> • Basic ability to research media products for an intended audience, but in an inconsistent way. • Research is partially relevant and appropriate. • Some application of knowledge and understanding of genre, representation and audience, but this is limited and inconsistent. 	<ul style="list-style-type: none"> • Responses may not adhere to the word limits being either too brief or verbose. • A basic response may not analyse 3 comparable texts or concentrate on 2. • Responses may be superficial and uneven in places but will demonstrate a basic understanding of genre, representation and the use of media language to target audiences. Description may dominate the response, and there may be a lack of clarity, • Some basic analysis will be apparent.
Band 1	<ul style="list-style-type: none"> • Limited ability to research media products for an intended audience. • Research is of limited relevance and may be incomplete. • Limited application of knowledge and understanding of genre, representation and audience. 	<ul style="list-style-type: none"> • The response may be uneven and lack coherence and be under (or over) the word requirement. • Responses are likely to be brief with some superficial attempts to analyse relevant texts. Fewer than three texts may be analysed. • There may be a limited attempt to link to genre, representation and/or audience targeting • Answers are likely to be very descriptive and contain irrelevancies.

Planning

Planning must be undertaken individually. Learners may produce either a storyboard OR draft designs for each page of their print/on-line production. There is no requirement that original images are used for planning. Planning should reflect the Research undertaken.

For storyboards, Teacher Guidance outlines that they should contain the following element: Frame number, visuals, camera instructions (shot type and movement), soundtrack details, editing/transition details. Storyboards should NOT contain stills from the Production as they must be completed prior to the production. They may be hand drawn (stick figures are acceptable!) or based on found or taken images. The image should reflect the camera instructions (e.g. – a close up should be a close up). It is suggested that storyboard should be approximately 12 – 15 frames in length. Too short and skills cannot be demonstrated sufficiently, too long and the accuracy and fluidity of the sequence may be lost.

Draft designs may use found images or learner generated images, which should not be the same as the production pieces. Appropriate software should be used. These designs should not be hand drawn. There is no requirement for any accompanying text and there are no marks that can be allocated for this.

AO3		
Develop media products for an intended audience, applying knowledge and understanding of key concepts of media studies.		
	Mark grid descriptors	Amplified Assessment Grid
Band 5	<ul style="list-style-type: none"> • Excellent ability to plan media products for an intended audience. • Planning is highly relevant and appropriate. • Excellent application of knowledge and understanding of genre, representation and audience. 	<p>Storyboard: A well-executed piece of work which displays an excellent understanding of key media concepts made apparent through an accurate, detailed storyboard. Frames are well linked and demonstrate excellent, detailed understanding of genre and representation through, for example, an excellent use of key elements such as camera language/ mise en scene/ location/ sound/ editing. Highly appropriate sequence visualised for the target audience.</p> <p>Draft Designs: There will be 4 relevant pages, made using appropriate software. Each page will reflect an excellent, detailed and purposeful understanding of representation and will demonstrate excellent knowledge of how media language is used to establish genre conventions, through insightful/imaginative use of text and images. Excellent understanding of target audience apparent.</p>

<p>Band 4</p>	<ul style="list-style-type: none"> • Good ability to plan media products for an intended audience. • Planning is relevant and appropriate. • Good application of knowledge and understanding of genre, representation and audience. 	<p>Storyboard: This will be largely accurate and thoughtfully produced for the relevant target audience. It will demonstrate a good use of key elements such as camera language/ mise en scene/ location/ sound/ editing that shows understanding of how media language is used to establish genre conventions through clearly sequenced and relevant frames. A good understanding of representation will be demonstrated.</p> <p>Draft Designs: There will be 4 relevant pages made using appropriate software. Each page will demonstrate a good understanding of genre conventions with apt, well-chosen text and images. It will be relevant to the target audience.</p>
<p>Band 3</p>	<ul style="list-style-type: none"> • Satisfactory ability to plan media products for an intended audience. • Planning is mostly relevant and appropriate. • Satisfactory application of knowledge and understanding of genre, representation and audience. 	<p>Storyboard: This will demonstrate a straightforward understanding of how a storyboard is constructed. Some key elements may be missing but, overall, it demonstrates a sound understanding of genre through an appropriately sequenced series of frames. Appropriate representation issues addressed demonstrating an understanding.</p> <p>Draft Designs: These will be constructed using appropriate software and be largely appropriate and relevant for genre. Some key features may be missing but, overall, each artefact will reflect the genre and demonstrate a straightforward understanding of representation.</p>
<p>Band 2</p>	<ul style="list-style-type: none"> • Basic ability to plan media products for an intended audience, but in an inconsistent way. • Planning is partially relevant and appropriate. • Some application of knowledge and understanding of genre, representation and audience, but this is limited and inconsistent. 	<p>Storyboard: A simple piece of work with a basic sequence apparent. Key elements may be missing, and the storyboard may be underdeveloped and contain some irrelevancies. However, there will be some understanding of genre and representation in evidence.</p> <p>Draft Designs: These may be simply constructed, using appropriate software with key features missing but a sense of genre and representation apparent.</p>

Band 1	<ul style="list-style-type: none">• Limited ability to plan media products for an intended audience.• Planning is of limited relevance and may be incomplete.• Limited application of knowledge and understanding of genre, representation and audience.	<p>Storyboard: Limited understanding of how to construct a storyboard. Key features largely missing and lacking a sense of sequencing making it of limited value.</p> <p>Draft Designs: Limited focus on the task. May contain some simple hand drawings and generally not function as an effective planning tool.</p>
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Production:

Moderators should refer to the specific requirements of each Brief. For example, the length of the music video; the number of original images (advertising); the number of words required (on-line news) and length of extract (film).

If paired work has been undertaken, assessment should be focussed on either camerawork or on editing (including sound) and not on the overall completed piece. It is essential that the moderator is aware of this focus. Learners who are working collaboratively on a production (pairs) must also include an individually produced poster which should be part of the teacher assessment.

Learners should have received three separate marks for their Production pieces. It is perfectly acceptable that these marks are awarded from within different bands.

A03		
Create a media production for an intended audience, <i>applying knowledge and understanding of media language.</i>		
	Mark grid descriptors	Amplified Assessment Grid
Band 5	<ul style="list-style-type: none"> • The media production applies knowledge and understanding of media language in an excellent, generally fluent and consistent way. • Conventions of the genre or form are applied in a highly appropriate and imaginative way. • Excellent technical skills and creativity. 	<ul style="list-style-type: none"> • Excellent technical skills are apparent throughout and are used in an accomplished and creative way. • The production demonstrates an excellent understanding of media codes and conventions which are used in a highly appropriate way to target the stated audience. • Excellent technical skills are demonstrated through a highly competent use of the selected technology. For example, camera work demonstrates a well-chosen range of appropriate shots; editing is fluent and creative; print work demonstrates a confident understand of form and layout. • Productions will largely adhere to relevant genre and industry standards, and outcomes will look close to professional. • Production will show confident understanding of the appropriate generic codes and conventions, competently demonstrated throughout the production. For example, a music video will contain a range of shots, locations and actions and will be synched to the music. A film poster will contain all the generic requirements of a poster (logo, studio details, actors’

		names etc as appropriate) but will also reflect the genre of the film through an excellent use of (for example) colour, characters, settings, locations.
Band 4	<ul style="list-style-type: none"> • The media production applies knowledge and understanding of media language in a good and reasonably consistent way. • Conventions of the genre or form are applied in an appropriate and consistent way. • Good technical skills and creativity. 	<ul style="list-style-type: none"> • Good technical skills are apparent mostly consistently and are used in a logical way • The production demonstrates a good understanding of media codes and conventions which are used in a largely appropriate way to target the stated audience. • Good technical skills are demonstrated through a competent use of the selected technology. For example, camera work demonstrates a range of appropriate shots; editing is mostly fluid; print work demonstrates a secure understand of form and layout. • Productions will adhere to most genre and industry standards, and outcomes will look close to professional, but with some inconsistencies. • Candidate's understanding of the appropriate generic codes and conventions will be mostly demonstrated throughout their production. For example, a music video will contain largely appropriate shots, locations and actions and will be synched to the music. A film poster will contain most the generic requirements of a poster (logo, studio details, actors' names etc as appropriate) but will also reflect the genre of the film through good use of (for example) colour, characters, settings, locations.
Band 3	<ul style="list-style-type: none"> • The media production applies knowledge and understanding of media language in a satisfactory way. • Conventions of the genre or form are applied in a generally appropriate way. • Satisfactory technical skills and creativity. 	<ul style="list-style-type: none"> • Technical skills are sufficient to convey a clear understanding of codes and conventions. • The production demonstrates a straightforward understanding of media codes and conventions which are used to target the stated audience, though there may be inconsistencies • Skills are competent but may not be consistently apparent throughout the production. • Productions will adhere to genre and industry standards, though there may be some obvious inconsistencies.

		<ul style="list-style-type: none"> • Candidate’s understanding of the appropriate generic codes and conventions will be mostly demonstrated throughout their production.
Band 2	<ul style="list-style-type: none"> • The media production applies a basic knowledge and understanding of media language, but in an inconsistent way. • Conventions of the genre or form are applied, but in an inappropriate or inconsistent way. • Basic technical skills and creativity 	<ul style="list-style-type: none"> • There is evidence of some technical ability and engagement with the production task, but these are unlikely to be sustained throughout. • Some understanding of media language through the selection of appropriate codes and conventions may be in evidence. • Skills are basic and are unlikely to be consistently apparent throughout the production • Productions may adhere to some genre and industry standards • Productions will show basic understanding of generic codes and conventions, which may not always be appropriate • Adherence to length/number of print-based artefacts may be an issue
Band 1	<ul style="list-style-type: none"> • The media production applies limited knowledge and understanding of media language. • Conventions of the genre or form are applied in a limited way. • Limited technical skills and creativity. 	<ul style="list-style-type: none"> • There is minimal evidence of technical ability and limited engagement with the production task • The production may be short or incomplete and an understanding of codes and conventions is likely to be limited. • Skills are minimal there are likely to be significant inconsistencies throughout the production • Productions are unlikely to adhere to genre and industry standards • Productions will show limited understanding of generic codes and conventions

AO3		
Create a media production for an intended audience, <i>applying knowledge and understanding of representation.</i>		
	Mark grid descriptors	Amplified Assessment Grid
Band 5	<ul style="list-style-type: none"> The media production applies knowledge and understanding of representation in an excellent, generally fluent and consistent way. Representations of individuals, groups and issues/events (as appropriate) apply excellent awareness of representation issues and effective use of techniques to convey them. 	<ul style="list-style-type: none"> Constructed representations will be highly appropriate to the media form selected and will be consistently applied throughout the production. Excellent technical skills will have been used to highlight key representations within the production. For example, through the use of text and image; dress; colour; camera shot selection and/or editing techniques. There may be some sophisticated references to challenging representation norms.
Band 4	<ul style="list-style-type: none"> The media production applies knowledge and understanding of representation in a good and reasonably consistent way. Representations of individuals, groups and issues/events (as appropriate) apply a good awareness of representation issues, using recognised techniques to convey them. 	<ul style="list-style-type: none"> Constructed representations are appropriate to the media form selected and have, generally, been applied throughout the production. Good technical skills are utilised to convey a clear understanding of relevant representation issues; through, for example, the selection of text and image, dress, colour, editing, camera shots Constructed representations will be valid and may either re-enforce or challenge norms.
Band 3	<ul style="list-style-type: none"> The media production applies knowledge and understanding of representation in a satisfactory way. Representations of individuals, groups and issues/events (as appropriate) apply a satisfactory awareness of representation issues, using some recognised techniques to convey them. 	<ul style="list-style-type: none"> Satisfactory understanding of representation issues is conveyed within the production. These may be generalised and straightforward and lack coherence throughout the production, but they will demonstrate a reasonable understanding of the key representation area specified.

<p>Band 2</p>	<ul style="list-style-type: none"> • The media production applies some knowledge and understanding of representation, but in a limited and inconsistent way. • Representations of individuals, groups and issues/events (as appropriate) apply basic awareness of representation issues, using basic techniques to convey them. 	<ul style="list-style-type: none"> • Representation may not be the focus of the production piece but there will be some understanding demonstrated. • There is likely to be some evidence of purposefully constructed representations, but these may be simple.
<p>Band 1</p>	<ul style="list-style-type: none"> • The media production applies limited knowledge and understanding of representation. • Representations of individuals, groups and issues/events (as appropriate) apply limited awareness of representation issues, using limited techniques to convey them. 	<ul style="list-style-type: none"> • There is likely to be limited understanding of representation evident, with minimal evidence of purposefully constructed representation.

AO3		
Create a media production that meets the requirements of the set brief, including suitability for the chosen form, genre, industry context and target audience.		
	Mark grid descriptors	Amplified Assessment Grid
Band 5	<ul style="list-style-type: none"> • An excellent realisation of the brief that consistently uses conventions relevant to the chosen forms, genre and industry context. • An excellent realisation of the brief that is likely to engage and position the intended audience through a highly appropriate mode of address. • The product/s address all the requirements set out in the brief. 	<ul style="list-style-type: none"> • Excellent understanding of how a production is constructed for a target audience. • Relevant and sustained mode of address throughout • All of the requirements of the brief have been met • Production demonstrates a confident use of relevant genre codes and conventions. A perceptive and accurate understanding of industry requirements is demonstrated.
Band 4	<ul style="list-style-type: none"> • A good realisation of the brief that uses conventions relevant to the chosen forms, genre and industry context in a mostly consistent way. • A good realisation of the brief that is likely to engage and position the intended audience through an appropriate mode of address. • The product/s address almost all the requirements set out in the brief. 	<ul style="list-style-type: none"> • Good understanding of how a production is constructed for a target audience. • Mode of address is appropriate and well maintained for the target audience. • Most of the requirements of the brief have been met, though there may be some minor omissions. • Well-chosen genre codes and conventions demonstrate a good understanding of industry signifiers.
Band 3	<ul style="list-style-type: none"> • A satisfactory realisation of the brief that uses conventions relevant to the chosen forms, genre and industry context in a reasonably consistent way. • A satisfactory realisation of the brief that is likely to engage and position the intended audience through a generally appropriate mode of address. • The product/s address most of the 	<ul style="list-style-type: none"> • Satisfactory understanding of how a production is constructed for a target audience. • The production largely reflects the requirements of the brief, although there may be some omissions. • Genre codes and conventions are suitable and are generally used appropriately, although there may be some inconsistencies. • Mode of address positions audiences in a straightforward, generally accurate way.

	requirements set out in the brief.	
Band 2	<ul style="list-style-type: none"> • A basic realisation of the brief that uses conventions relevant to the chosen forms, genre and industry context in a sometimes inconsistent way. • A basic realisation of the brief that is likely to engage and position the intended audience through a mode of address that is not always appropriate. • The product/s address some of the requirements set out in the brief. 	<ul style="list-style-type: none"> • The production does not consistently adhere to the requirement of the brief. • Some basic understanding of codes and conventions demonstrated • Mode of address is inconsistent and lacks a clear focus on the intended audience.
Band 1	<ul style="list-style-type: none"> • A limited realisation of the brief that uses minimal conventions relevant to the chosen forms, genre and industry context. • A limited realisation of the brief that is unlikely to engage and position the intended audience with little sense of address to the intended audience. • The product/s address few requirements set out in the brief and is likely to be incomplete. 	<ul style="list-style-type: none"> • Limited understanding of how to target an audience displayed. • The production has only a limited link to the brief. • Little understanding of genre codes apparent. • Mode of address is inappropriate and/or lacks cohesion.

Reflective Analysis:

The Reflective Analysis encourages learners to be selective and focussed. The requirements, and the word limit, do not allow for a narrative discussion of what the learner did for their production work but do require an analysis and evaluation of the completed production, with clear reference back to the texts selected for Research. It is not a requirement that learners who have produced an additional poster because they worked in pairs, reference this. Learners who have worked as part of a pair should analyse and evaluate the completed production, with reference to the texts they (individually) used for their Research.

It should be noted that, although the mark scheme does not explicitly mention the Research texts, the evaluation requires that the candidate evaluates their production in relation to the three products they researched.

AO2		
Apply knowledge and understanding of the key concepts of media studies to evaluate their own practical work.		
	Mark grid descriptors	Amplified Assessment Grid
Band 5	<ul style="list-style-type: none"> • Excellent ability to evaluate use of concepts in own practical work. • Excellent application of knowledge and understanding of media language, representation, media industries and audiences. • Highly effective communication of ideas. 	<ul style="list-style-type: none"> • An articulate, coherent and insightful piece of work which thoroughly analyses and evaluates the production in relation to the three products used for research. • A well-judged and perceptive evaluation of the learner's own work will demonstrate an excellent understanding of the key media studies areas outlined in the grid descriptors. • Appropriate references to critical perspectives may be included (as relevant).
Band 4	<ul style="list-style-type: none"> • Good ability to evaluate use of concepts in own practical work. • Good application of knowledge and understanding of media language, representation, media industries and audiences. • Effective communication of ideas. 	<ul style="list-style-type: none"> • A thoughtful, focussed piece of work which confidently analyses and evaluates the learner's production piece, referring to the Research texts. • There are appropriate and relevant references to key media concepts.

Band 3	<ul style="list-style-type: none"> • Satisfactory ability to evaluate use of concepts in own practical work. • Satisfactory application of knowledge and understanding of media language, representation, media industries and audiences. • Clear communication of ideas. 	<ul style="list-style-type: none"> • A clear piece of work with references to the Research texts and evidence of analysis and evaluation. • The RA may be quite straightforward with description in places and lacks consistent detail. However, points made will be relevant and demonstrate engagement.
Band 2	<ul style="list-style-type: none"> • Basic ability to evaluate use of concepts in own practical work, but in a limited and inconsistent way. • Basic application of knowledge and understanding of media language, representation, media industries and audiences, but this is limited, inconsistent and likely to be descriptive. • Basic ability to communicate ideas, but in a limited and inconsistent way. 	<ul style="list-style-type: none"> • An uneven piece of work which may be short and underdeveloped, with only a cursory link to the Research. • Some basic attempts to analyse and/or evaluate may be apparent but the RA is likely to be characterised by description, although there will be some focus and engagement on the task. • Understanding of key concepts will be basic.
Band 1	<ul style="list-style-type: none"> • Limited ability to evaluate use of concepts in own practical work. • Limited application of knowledge and understanding of media language, representation, media industries and audiences, which is likely to lack relevance and may be incomplete. • Limited ability to communicate ideas. 	<ul style="list-style-type: none"> • A limited piece of work with little or no reference to Research texts and a narrative description of the production. • Little or no evidence of analytical or evaluative skills but some relevant points made in a limited way.