



# WJEC GCSE in MEDIA STUDIES

For teaching from 2017

For award from 2019

This specification meets the GCSE Qualification Approval Criteria which set out the requirements for all new or revised GCSE specifications developed to be taught in Wales from September 2017.

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# GCSE MEDIA STUDIES (Wales)

## SUMMARY OF ASSESSMENT

### Unit 1: Exploring the Media

Written examination: 1 hour 30 minutes  
30% of qualification

60 marks

#### Section A: Music

This section will assess knowledge and understanding of **media language, representation, media industries and audiences**.

**One** stepped question and **one** two-part question.

#### Section B: Representations – advertising, video games and newspapers

**One** question from a choice of two. Each question will be set on a **different** media form (**advertising, video games or newspapers**)

**One** stepped question based on **unseen print-based resource material** related to **advertising, video games or newspapers**.

### Unit 2: Understanding Television and Film

Written examination: 1 hour 30 minutes  
30% of qualification

60 marks

#### Section A: Wales on Television

**One** stepped question on media industries and audiences.

**One** stepped question on media language and representation.

#### Section B: Contemporary Hollywood Film

**One** stepped question on media industries and audiences.

**One** extended response question on media language.

### Unit 3: Creating Media

Non-exam assessment  
40% of qualification

80 marks

- A media production, including **individual** research and planning, created in response to **a choice of briefs set by WJEC**, and applying knowledge and understanding of key concepts.
- An **individual** reflective analysis of the production.

This linear qualification will be available in the summer series each year. It will be awarded for the first time in summer 2019.

**Qualification Approval Number:** [Click here to enter accreditation number.](#)

## Overview of the Specification – Examination Units

### Unit 1: Exploring the Media

Section	Forms studied in depth	Other forms studied	Media products studied	Key concepts studied
Section A: Music	<ul style="list-style-type: none"> <li>Magazines</li> </ul>	<ul style="list-style-type: none"> <li>Music video</li> <li>Radio</li> <li>Online media</li> </ul>	<ul style="list-style-type: none"> <li>Two contemporary music magazines aimed at different audiences</li> <li>One contemporary music video</li> <li>One contemporary music radio programme</li> <li>All chosen by the teacher</li> </ul>	<ul style="list-style-type: none"> <li>Media language</li> <li>Representation</li> <li>Media industries</li> <li>Audiences</li> </ul>
Section B: Representations – Advertising, Video Games and Newspapers		<ul style="list-style-type: none"> <li>Advertising</li> <li>Video games</li> <li>Newspapers</li> </ul>	<ul style="list-style-type: none"> <li>One contemporary print advertisement</li> <li>One historical print advertisement</li> <li>One contemporary video game</li> <li>One national or local newspaper</li> <li>All chosen by the teacher</li> </ul>	<ul style="list-style-type: none"> <li>Representation</li> </ul>

### Unit 2: Understanding Television and Film

Section	Forms Studied in Depth	Other Forms studied	Media Products Studied	Key concepts studied
Section A: Wales on Television	<ul style="list-style-type: none"> <li>Television</li> </ul>	<ul style="list-style-type: none"> <li>Online media</li> </ul>	<ul style="list-style-type: none"> <li>One television programme chosen from four options set by WJEC</li> </ul>	<ul style="list-style-type: none"> <li>Media language</li> <li>Representation</li> <li>Media industries</li> <li>Audiences</li> </ul>
Section B: Contemporary Hollywood Film	<ul style="list-style-type: none"> <li>Film</li> </ul>	<ul style="list-style-type: none"> <li>Marketing</li> <li>Online media</li> </ul>	<ul style="list-style-type: none"> <li>One Hollywood franchise film</li> <li>Marketing for the chosen film, such as posters, trailers and websites</li> <li>All chosen by the teacher</li> </ul>	<ul style="list-style-type: none"> <li>Media language</li> <li>Media industries</li> <li>Audiences</li> </ul>

**Overview of the Specification – Non-exam assessment unit**

**Unit 3: Creating Media**

<b>Media form: options available</b>	<b>Elements to complete</b>	<b>Production media: options available</b>
Television	Research, planning, production and reflective analysis	Audio-visual <b>or</b> online media options
Magazines	Research, planning, production and reflective analysis	Print <b>or</b> online media options
Film	Research, planning, production and reflective analysis	Audio-visual <b>or</b> print media options
Music	Research, planning, production and reflective analysis	Audio-visual <b>or</b> print media options
Advertising	Research, planning, production and reflective analysis	Audio-visual <b>or</b> print media options

# GCSE MEDIA STUDIES

## 1 INTRODUCTION

### 1.1 Aims and objectives

The media play a central role in contemporary society and culture. They shape our perceptions of the world through the representations, viewpoints and messages they offer. In addition, they importantly provide us with ways to communicate, with forms of cultural expression and enable us to participate in key aspects of society. The economic importance of the media is also unquestionable. The media industries employ large numbers of people worldwide and operate as commercial industries on a global scale. The global nature of the contemporary media, coupled with ongoing technological developments and more opportunities to interact with the media, suggest that their centrality in contemporary life can only increase.

This WJEC GCSE specification in Media Studies offers learners the opportunity to develop knowledge and understanding of these key issues and the ability to debate important questions about the media. It introduces learners to a conceptual framework for analysing the media, which also underpins study of the media at AS and A level. Although the specification focuses predominantly on the contemporary media, this is contextualised and enhanced through the exploration of products from different historical periods. Through studying both established and evolving media forms, learners will develop their appreciation and understanding of the importance and role of the media in their daily lives.

The study of a range of rich and stimulating media products is central to this specification, working from the product outwards to develop appreciation and understanding of the media. Learners will draw on their existing experience of the media, but will also extend their appreciation and critical understanding through the study of products with which they may be less familiar, including products for different audiences.

This specification aims to offer a particular focus on the media in Wales, considering aspects of the media industries in Wales, products intended for Welsh audiences and representations of Wales and Welsh cultural identity. Where appropriate, learners will be able to study Welsh language media products. Through this Welsh dimension, learners will develop an awareness of the economic and cultural importance of the media in Wales and how this links to the media beyond Wales.

Choice and flexibility are a vital part of the specification, enabling teachers to select the most appropriate, relevant and engaging products for their learners to study in both examination units.

This specification also recognises the fundamental relationship between theoretical understanding and practical work, providing learners with exciting opportunities to develop media production skills. Learners will apply and develop their knowledge and understanding of media language and representation in relation to media forms and products, and become creators of meaning themselves. Learners will be offered a choice of briefs and forms within which to work, enabling them to explore and pursue their own media interests.

The WJEC GCSE in Media Studies offers a broad, coherent and engaging course of study which enables learners to:

- develop critical thinking and decision-making skills through consideration of issues that are important, real and relevant to learners and to the world in which they live
- develop their appreciation and understanding of the importance and role of the media in their daily lives
- develop their practical skills through opportunities for personal engagement and creative media production
- understand how to use key concepts and specialist subject-specific terminology to analyse media products
- develop an understanding of media products in relation to their industry contexts
- evaluate and reflect on their own practical work.

## 1.2 Prior learning and progression

There are no previous learning requirements for this specification. Any requirements set for entry to a course based on this specification are at the school/college's discretion.

This specification builds on subject content which is typically taught at key stage 3 and provides a suitable foundation for the study of Media Studies at either AS or A level. In addition, the specification provides a coherent, satisfying and worthwhile course of study for learners who do not progress to further study in this subject.

## 1.3 Equality and fair access

This specification may be followed by any learner, irrespective of gender, ethnic, religious or cultural background. It has been designed to avoid, where possible, features that could, without justification, make it more difficult for a learner to achieve because they have a particular protected characteristic.

The protected characteristics under the Equality Act 2010 are age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The specification has been discussed with groups who represent the interests of a diverse range of learners, and the specification will be kept under review.

Reasonable adjustments are made for certain learners in order to enable them to access the assessments (e.g. candidates are allowed access to a Sign Language Interpreter, using British Sign Language). Information on reasonable adjustments is found in the following document from the Joint Council for Qualifications (JCQ): *Access Arrangements and Reasonable Adjustments: General and Vocational Qualifications*.

This document is available on the JCQ website ([www.jcq.org.uk](http://www.jcq.org.uk)). As a consequence of provision for reasonable adjustments, very few learners will have a complete barrier to any part of the assessment.

## 1.4 Welsh Baccalaureate

In following this specification, learners should be given opportunities, where appropriate, to develop the skills that are being assessed through the Skills Challenge Certificate within the Welsh Baccalaureate:

- Literacy
- Numeracy
- Digital Literacy
- Critical Thinking and Problem Solving
- Planning and Organisation
- Creativity and Innovation
- Personal Effectiveness.

## 1.5 Welsh perspective

In following this specification, learners must consider a Welsh perspective if the opportunity arises naturally from the subject matter and if its inclusion would enrich learners' understanding of the world around them as citizens of Wales as well as the UK, Europe and the world.

## 2 SUBJECT CONTENT

### Overview

The WJEC specification is designed to introduce learners to the key concepts for studying media - media language, representation, media industries and media audiences – in relation to examples from a wide range of media forms. Through this study, learners gain a good understanding of the foundations of the subject, enabling them to question and explore in a critical way aspects of the media that may seem familiar and straightforward from their existing experience. This exploration extends learners' engagement with the media to the less familiar, including products from different historical periods or those aimed at different audiences, providing rich and challenging opportunities for interpretation and analysis.

This specification recognises the cross-media, multi-platform nature of the contemporary media and the centrality of online and social media platforms in distributing, accessing and participating in the media. In some instances, specific forms are highlighted for detailed study, but this is in the context of their relationships to online platforms.

Studying aspects of the media in Wales is also an important part of this specification. Learners will explore a range of media products that reflect this Welsh dimension, including those produced by the media industries in Wales, those set in Wales or those intended for a Welsh audience.

Learning about the media involves both exploring and making media products and these two activities are fundamentally related in the specification. Learners create a media production for an intended audience, applying and developing their knowledge and understanding of key concepts in response to a choice of briefs set by WJEC. This selection of forms allows learners to pursue their own media interests and develop their practical skills.

### Key Concepts

This GCSE Media Studies specification is based on the key concepts for exploring and creating media. The framework is based on four inter-related areas:

- **media language:** how forms, codes and conventions create meanings
- **representation:** how the media portray events, issues, individuals and social groups
- **media industries:** production and distribution
- **audiences:** how audiences respond to and interact with media products and processes.

The framework provides a holistic and focused approach to interpreting and analysing the media, which learners will develop progressively as they study the three units.

**The relevant aspects of the media concepts to be studied in relation to each unit are set out in detail in units 1 and 2 (see sections 2.1 and 2.2).**

## Media Forms

Examples of all of the following media forms will be studied:

- television
- film
- radio
- newspapers
- magazines
- advertising and marketing
- video games
- music videos.

This will enable learners to develop knowledge and understanding of a broad range of media forms and products, providing a comprehensive and balanced study of the media that encompasses audio-visual, text-based and online forms, as well as exploring the inter-relationships between them.

## Skills

This specification enables learners to develop a range of skills in both analysing and producing media products, including analysis, critical thinking, decision-making, evaluation and practical media production skills.

## 2.1 Unit 1

### Exploring the Media

Written examination: 1 hour 30 minutes  
30% of qualification  
60 marks

### Overview

This unit provides an important foundation for analysing media products, introducing learners to **media language** and **representation** through the study of a range of media forms. Learners will develop their ability to analyse meanings and representations in diverse contemporary examples of media products. The unit will also introduce learners to the concepts of **media industries** and **media audiences**.

Learners must study examples of media products from **all** of the following media forms:

- magazines, music video, radio
- advertising, video games and newspapers.

The focus of this unit is on the **contemporary** media with some reference to historical perspectives (studied through advertising). Examples of media products are chosen by the centre. Contemporary products must be from within **ten years** of the date in which the qualification is started.

Learners should develop their ability to use relevant subject-specific terminology in this unit.

### Content

#### Section A: Music

In Section A, learners will be introduced to media language, representation, industry and audience issues through studying a music topic. This topic will involve an exploration of products from three media forms - magazines, music videos and radio programmes – and focus on the ways in which stars are represented and promoted within those products. Learners will consider how media language creates meaning and constructs star images, including how gender and ethnicity are represented through star images. In addition, learners will study industry and audience issues through exploring:

- how music stars are promoted worldwide
- the links between the music industry and other industries
- the importance of online and social media to the music industry and music audiences/users.

Learners will study the following media products:

- at least **two** contemporary music magazines, each aimed at a different audience
- at least **one** contemporary music video
- at least **one** contemporary music radio programme.

Through studying these products, learners must develop knowledge and understanding of the following aspects of **media language** and **representation**:

- how media language is used to create and communicate meanings, including technical, visual and audio codes, layout, design, language, mode of address
- how choice (selection, combination and exclusion) of elements of media language influences meaning
- genre codes and conventions
- how choice of elements of media language constructs representations of gender, ethnicity and star images
- how choice of elements of media language conveys messages and values
- the influence of technology on media products.

In addition, learners must develop knowledge and understanding of the following aspects of **media industries** and **audiences**:

- ownership – the media organisations involved in the music industry
- the impact of convergence on the music industry
- how music products are aimed at audiences
- the role of media technologies in reaching audiences, and in audience consumption and usage of music products
- how audiences may respond to and interact with music products.

### Section B: Representations – Advertising, Video Games and Newspapers

In Section B, learners will develop an understanding of how media language is used to construct and communicate representations of gender and events through processes of selection, construction and mediation in relation to advertising, video games and newspapers. Learners will explore the viewpoints, messages, values and beliefs underlying these representations. Through the study of both a contemporary and historical advertisement, learners will also consider how representations of gender change over time.

Learners must analyse how **gender** and **events** are represented as follows:

Media Form	Advertising Video Games	Newspapers
Area of Representation	Gender	Events
Products	<ul style="list-style-type: none"> <li>• At least <b>one contemporary</b> print advertisement representing men and women</li> <li>• At least <b>one historical</b> (pre-1990) print advertisement representing men and women</li> <li>• At least <b>one contemporary</b> video game representing men and women</li> </ul>	<ul style="list-style-type: none"> <li>• At least <b>one</b> national or local newspaper, including the representation of at least <b>one</b> event.</li> </ul>

In order to consider a suitable range of representations, the examples chosen for advertising and video games must include **contrasting** representations, for example a representation that upholds stereotypes and a representation that challenges stereotypes, or representations aimed at different audiences.

Newspapers studied may be print-based or online, but must provide opportunities for analysis of how both text and visual features create representations of events.

Events are defined as key occurrences represented in the news. Examples of national events could include a national sporting event, a royal visit or a natural disaster. Examples of local events could include a local festival, local elections or a local band winning a competition. These are only examples and it is possible to study other appropriate events.

Learners will be required to **compare** the representation of gender or events in **one** advertising, video game or newspaper product they have studied with an unseen example from the same media form, provided in an examination as print-based resource material. Print-based resource material could include print advertisements, newspapers, video game covers or posters, or a series of still images from video games.

Learners must develop knowledge and understanding of the following aspects of **representation** in relation to the media forms studied:

- how media language is used to create and communicate representations of gender and events
- the ways in which the media re-present (rather than simply present) the world, and construct versions of reality
- how aspects of reality may be represented differently depending on the purposes of the producers
- the different functions and uses of stereotypes, including an understanding of how stereotypes enable audiences to interpret media quickly
- how and why particular social groups may be under-represented or misrepresented
- how representations convey particular viewpoints, messages, values and beliefs, which may be reinforced across a wide range of media products
- how and why representations may change over time
- how audiences may respond to and interpret representations in media products, including:
  - how audiences may interpret the same media products in different ways
  - the factors affecting audience interpretations of representations, including their own experiences and beliefs, social and individual differences.

**Assessment of Unit 1**

Learners will be assessed on their use of relevant subject-specific terminology in this unit.

**Section A: Music (30 marks)**

This section will assess knowledge and understanding of **media language, representation, media industries and audiences**.

- **One** stepped question and **one** two-part question.
- Questions set will assess knowledge and understanding and the ability to analyse media products.

**Section B: Representations - Advertising, Video Games and Newspapers (30 marks)**

This section will assess knowledge and understanding of **representation** in relation to **any** of the media forms studied for this section: advertising, video games and newspapers.

Learners must complete **two** questions.

- **One** question from a choice of two. Each question will be based on a different media form - advertising, video games or newspapers.
- This question will assess knowledge and understanding and the ability to analyse media products.
- **One** stepped question based on **print-based resource material** to be compared with **one product** learners have studied in the same media form.
- The media form set for this question will be **different** from the two forms specified in the first question.
- This question will assess knowledge and understanding and the ability to analyse and compare media products.

## 2.2 Unit 2

### Understanding Television and Film

Written examination: 1 hour 30 minutes  
30% of qualification  
60 marks

#### Overview

Unit 2 involves the in-depth study of two contrasting audio-visual media forms: British television and Hollywood film. In this unit, learners will gain a deeper knowledge and understanding of all four key media concepts - **media language**, **representation**, **media industries** and **media audiences**. Learners will continue to develop their ability to use relevant subject-specific terminology in this unit.

#### Section A: Wales on Television

This section involves an in-depth study of a specific television programme with a Welsh dimension – produced and/or set in Wales and aimed at a Welsh audience. Learners will explore how Wales as a place and Welsh cultural identity are represented in the example studied. The programmes set have social and cultural significance in terms of their particular representations of the world, their financial value to the television industry, and their popularity with television audiences. Learners will consider the importance of the industry context of the programmes studied and the various appeals they hold for audiences.

Learners will study **one** of the following options:

Option 1	Option 2	Option 3	Option 4
<p><b><i>Gavin &amp; Stacey</i>, series 3, episode 5: <i>From Billericay to Barry</i></b></p> <p>Original broadcaster: BBC3</p>	<p><b><i>Educating Cardiff</i>, episode to be confirmed</b></p> <p>Original broadcaster: BBC Wales</p>	<p><b><i>Rownd a Rownd</i>, episode to be confirmed</b></p> <p>Original broadcaster: S4C</p>	<p><b><i>Gwaith Cartref</i>, episode to be confirmed</b></p> <p>Original broadcaster: S4C</p>

The programmes set will be reviewed periodically and updated where necessary.

***Gavin & Stacey*** is the hugely popular BBC sitcom based on the relationship between Gavin (from Essex) and Stacey (from Barry). Originally broadcast on BBC3, it gained a loyal following and as the success of the series grew, it moved to BBC2 and then to BBC1. The mainstream audience appeal derives from traditional sitcom conventions focused on characters, relationships and situations, coupled with a linear narrative and the incorporation of significant events in people's lives such as Gavin and Stacey's wedding.

***Educating Cardiff*** is the fourth series of the popular, BAFTA award winning, documentary format. This series is based at Willows High School in Cardiff and employs 'fly on the wall' camera techniques typical of the genre to gain insight into the world of the teachers and learners. Each episode engages the audience through focus on particular individuals or social issues and the narrative emphasises the positive outcomes achieved at the school.

***Rownd a Rownd*** launched in 1995 as the first Welsh language soap opera targeting young people. Set in North Wales, it originally focused on a paper round but has developed to include narratives about school and family life, reflecting the genre and the target teenage audience. *Rownd a Rownd* covers a range of relevant social issues, including relationships and health issues. This long running soap opera is broadcast twice weekly on S4C.

***Gwaith Cartref*** is a long-running Welsh language school drama, first broadcast in 2011. This drama series explores the lives of the teachers and pupils at a fictional school through plots relating to character relationships, dramatic events and workplace situations typical of the genre. The innovative narrative structure focuses on school life for the first half of every episode while the second half features the home life of the characters. *Gwaith Cartref* is broadcast on S4C and has won several awards, including BAFTA Cymru awards.

Where relevant, learners should explore the online aspects of their chosen programme.

Learners must develop knowledge and understanding of the following aspects of **media language** and **representation** in relation to the television programme studied:

- how choice of elements of media language constructs representations of place and cultural identity
- how place and cultural identity may be represented differently depending on the purposes of the producers
- the different functions and uses of stereotypes, including an understanding of how stereotypes enable audiences to interpret media quickly
- how and why particular social and cultural groups may be under-represented or misrepresented
- how representations convey particular viewpoints, messages, values and beliefs
- how representations reflect the social, cultural and industry contexts in which they were produced.

Learners must develop knowledge and understanding of the following aspects of **media industries** and **audiences**:

- ownership – the media organisations that own and control television
- funding models for television, including government funded and commercial models
- the impact of convergence on the television industry
- different kinds of audiences for television, such as small, specialised, niche audiences and large, mainstream audiences
- how the television industry targets audiences through marketing and how programmes are aimed at audiences
- the role of media technologies, including online and social media, in reaching audiences, and in audience consumption and usage of television
- how audiences may respond to and interact with television
- the social and cultural significance of the programmes studied:
  - the themes or issues they address
  - the fulfilment of needs and desires
  - the functions they serve in everyday life and society
- the ways in which audience's media consumption is connected to their identity.

## Section B: Contemporary Hollywood Film

In this section, learners will develop an understanding of how Hollywood films use genre and narrative features to appeal to audiences worldwide. Through an in depth exploration of the film industry, learners will study how contemporary Hollywood films are produced for and marketed to global audiences, considering the importance of online platforms and media to both the film industry and film audiences.

Learners must study **one** film made within **ten** years of the start of teaching the qualification that is part of a Hollywood film franchise. Examples include:

- the *D.C. Universe* franchise (e.g. *Batman*, *Superman*, *Wonder Woman* etc.)
- the *Divergent* franchise
- the *Harry Potter* franchise
- the *Hunger Games* franchise
- the *Lord of the Rings* franchise
- the *Marvel* franchise
- the *Spider-Man* franchise
- the *Star Wars* franchise.

Learners must also study key aspects of the marketing of the chosen film, such as posters, trailers and websites.

Learners must develop knowledge and understanding of the following aspects of **media language** in relation to the film studied:

- genre codes and conventions: iconography, mise en scène, characters and stars, camerawork, editing, sound, narrative and themes
- the importance of genre to the Hollywood film industry and to film audiences
- narrative:
  - construction, structure, techniques and conventions
  - characters and character functions, such as heroes and villains, main and supporting characters, stock characters
- the appeal and pleasures of narrative for film audiences.

Learners must develop knowledge and understanding of the following aspects of **media industries** and **audiences**:

- ownership – the media organisations that own and control Hollywood film, including conglomerate ownership, diversification and vertical integration
- how Hollywood films are funded
- how Hollywood operates as a commercial industry on a global scale
- the impact of convergence on the Hollywood film industry
- the impact of production processes and technologies on Hollywood films
- the role of media technologies, including online and social media, in reaching audiences, and in audience consumption and usage of film
- the role and nature of regulation in the film industry
- how Hollywood films are aimed at large, global, mainstream audiences
- the ways in which the Hollywood film industry targets audiences through marketing.

**Assessment of Unit 2**

Learners will be assessed on their use of relevant subject-specific terminology in this unit.

**Section A: Wales on Television (30 marks)**

Learners must complete:

- **One** stepped question on **media industries** and **audiences**.
- **One** stepped question on **media language** and **representation**.

**Section B: Contemporary Hollywood Film (30 marks)**

Learners must complete:

- **One** stepped question on **media industries** and **audiences**.
- **One** extended response question on **media language**.

Questions will assess knowledge and understanding and analysis. The extended response question will assess quality of written communication, including appropriate use of punctuation and grammar.

## 2.3 Unit 3

### Creating Media

Non-exam assessment: internally assessed and externally moderated by WJEC  
40% of qualification  
80 marks

### Content

This unit builds on previous learning by requiring learners to develop and apply their knowledge and understanding of the media through practical production. In Units 1 and 2, learners gain a detailed understanding of media language, representation, industry and audiences in relation to a range of media forms. In this unit, learners will apply their knowledge and understanding of media products and concepts to a production for a specified audience in **one** of the following media:

- audio-visual (individual **or** in pairs)
- print (individual)
- online (individual).

In addition to the production itself, learners will complete development work (research and planning) as well as a reflective analysis on the production.

Production briefs will be set in the following media forms:

- television
- magazines
- film
- music
- advertising.

Each production brief will consist of:

- a choice of genre and medium (audio-visual, print or online)
- an intended target audience.

The production briefs will be reviewed annually. Centres will be informed of any changes to production briefs **two** academic years in advance of their first assessment.

## Production

The following **production briefs** are for **first assessment in Summer 2019**. Learners must select **one** of the following options from **one** of the media forms listed below:

### 1. Television

#### **Either**

(a) Audio-visual option (individual or pair)

*Create a sequence from a new television programme in a genre of your choice aimed at an 18-25 year old audience.*

*Length:*

- 1 minute 30 seconds – 2 minutes (individual)
- 2 minutes 15 seconds – 2 minutes 45 seconds (pair).

See *Other Requirements* section for **roles** to be taken for production work in pairs.

#### **Or**

(b) Online option (individual)

*Create a homepage and 2 other linked pages for a website for a new television programme in a genre of your choice aimed at an 18-25 year old audience.*

*Length:*

- 3 pages.

### 2. Magazines

#### **Either**

(a) Print option (individual)

*Create the front cover, contents page and one additional page for a new magazine in any genre aimed at teenagers.*

*Length:*

- 3 pages.

#### **Or**

(b) Online option (individual)

*Create the homepage and 2 other linked pages for a new online magazine in any genre aimed at teenagers.*

*Length:*

- 3 pages.

### 3. Film

#### **Either**

(a) Audio-visual (individual or pair)

*Create a sequence from a genre film aimed at a mainstream 18-30 year old audience.*

*Length:*

- 1 minute 30 seconds – 2 minutes (individual)
- 2 minutes 15 seconds – 2 minutes 45 seconds (pair).

See *Other Requirements* section for **roles** to be taken for production work in pairs.

#### **Or**

(b) Print (individual)

*Create a DVD front and back cover and a film poster for a new genre film aimed at a mainstream 18-30 year old audience.*

*Length:*

- 3 pages (note: the front and back cover count as one page each).

#### 4. Music

**Either**

(a) Audio-visual option (individual or pair)

*Create an extract from a music video for a new or local/unsigned band or artist aimed at teenagers.*

*Length:*

- *1 minute 30 seconds to 2 minutes (individual)*
- *2 minutes 15 seconds – 2 minutes 45 seconds (pair).*

See *Other Requirements* section for **roles** to be taken for production work in pairs.

Note: it is acceptable for learners to use an existing song or track by a band or artist for the music video production, provided there is no music video available and no copyright restrictions are infringed.

**Or**

(b) Print option (individual)

*Create the website for a new band or artist aimed at teenagers consisting of a home page and two linked pages, one of which includes stills from their latest music video.*

*Length:*

- *3 pages.*

#### 5. Advertising

**Either**

(a) Audio-visual option (individual or pair)

*Create **two** adverts from a marketing campaign for a new product or service (individual) targeting teenagers or **three** adverts from a marketing campaign for a new product or service (pair) targeting teenagers.*

*Length:*

- **two 30-45 second** adverts (individual)
- **three 30-45 second** adverts (pair).

See *Other Requirements* section for **roles** to be taken for production work in pairs.

**Or**

(b) Print option (individual)

*Create **three** magazine adverts from a marketing campaign for a new product or service targeting teenagers.*

**Length:**

- *3 pages.*

## Development of Production

In developing their production, learners complete both research and planning.

### **Research**

Learners will undertake research into the way media language is used to establish genre conventions, representations and target specific audiences. Learners will be required to analyse **two** products comparable with their chosen production. This analysis may take the form of annotations and/or notes to accompany the product or, in the case of moving image products, suitable illustrations of key moments from the product being researched. Learners should explore:

- the genre conventions of the products
- the representation issues raised by the products
- how the genre conventions are used to target a specific audience.

As the nature of the research will vary according to the products selected, the word limits are set at a **minimum of 250 words** and a **maximum of 500 words**.

### **Planning**

Learners will apply what they have established during research to create a plan for their production. This plan will take one of the following forms:

- a storyboard (audio-visual options)
- a draft design, using appropriate software, which demonstrates how media language is used to establish genre conventions and representations, and appeal to the intended audience.

Original images are not required for planning and found images may be used by way of exemplification.

### **Reflective Analysis**

Learners will analyse and evaluate their production in relation to the **two** products they researched. The reflective analysis will highlight the use of media concepts in learners' productions by focusing on:

- how key genre conventions have been incorporated in their production
- representation issues raised by the production
- how genre conventions and other key features are used to target the specified audience.

Learners are encouraged to be selective and focus on key elements of the production, making comparisons between the products they researched and their own completed production.

Work must be presented in word-processed form and may be illustrated (for example with screengrabs or images). The word limit is **500 words** to **750 words**.

## Other Requirements

### **Independent and collaborative production**

All productions must be individual with the exception of audio-visual productions. For **audio-visual productions**, learners may work either individually or in pairs in clearly identified roles: **one learner will be responsible for camerawork and the other learner will be responsible for editing, including sound**. In addition, non-assessed assistants, under the direction of the assessed learner(s), may operate sound and lighting equipment if independent sound and lighting is required.

Other non-assessed assistants may appear in productions, for example as actors or models.

### **Original and non-original material**

Learners are required to create original material for the production itself, although found material can be used for planning. In certain circumstances, it may be necessary to include non-original, found images or footage, for example where the conventions of the genre include the use of found material or where it would be impossible or impractical to produce the image or footage (e.g. a shot of an explosion or a background setting of a desert). In such cases, found material may be used provided it is the main focus of the product and is only used as supporting images or footage. The use of non-original images or footage is limited to:

- 15 seconds of found footage in an audio-visual or online product
- 1 found background image per page of print or online product.

Non-original images and footage cannot be assessed. Learners can be rewarded for **selecting** appropriate images or footage, but not for **creating** the image or footage. In print products, found images must only be used as backgrounds; in audio-visual products found footage must be additional to the time limit (e.g. a 2 minute television production could have 15 seconds of found footage, totalling 2 minutes, 15 seconds). **Candidates who do not use original footage, images or text for the majority of the production may only be awarded marks up to the top of band 2 of the marking criteria.**

### **Copyrighted material**

It is the responsibility of centres to ensure that learners do not infringe copyright restrictions.

- The use of existing brands and products is not permitted.
- The use of any found material is at the centre's and candidate's own risk.

Within these guidelines, as noted above, it is acceptable for learners to use an existing song or track by a band or artist for the **music video production** option, provided the track chosen for the music video *does not* have an existing video. Learners may also choose to collaborate with music learners or departments to create original music for use in productions.

### **Equipment/Software**

Learners need to have access to suitable equipment and resources for their production work.

The software packages used in the creation of the media production must be listed on the cover sheet with a brief explanation of how they have been used. The assessor will take this information into account when marking each production. Where there has been over reliance on pre-existing templates, this will result in a lower mark being awarded.

### Assessment of Unit 3

Unit 3 is internally assessed and externally moderated using the assessment grids in Appendix A of this specification. The total number of marks available is 80, which are allocated as follows:

- **research** into **two** products comparable with the production (10 marks, AO3)
- **planning** for the production (10 marks, AO3)
- **production** (50 marks, AO3)
- **reflective analysis** (10 marks, AO2).

Assessment Objectives AO2 and AO3 are set out in section 3.1 below.

Teachers must use the assessment grid and guidance provided in Appendix A when conducting internal assessment of Unit 3. These are designed to link the relevant assessment objective to marks and help to discriminate clearly between the varying levels of achievement. The mark schemes will be of most value when used in conjunction with guidance and assessed examples of work, which will be made available by WJEC to help centres identify the quality of work associated with the various mark bands.

**See section 3.2 for further detail on:**

- conditions for completion of the production
- authentication and assessment evidence
- suspected malpractice and plagiarism
- moderation and submission of marks.

## 3 ASSESSMENT

### 3.1 Assessment objectives and weightings

Below are the assessment objectives for this specification. Learners must:

#### AO1

Demonstrate knowledge and understanding of the key concepts of media studies

#### AO2

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

- analyse media products
- evaluate their own practical work

#### AO3

Research, develop and create media products for an intended audience, by applying knowledge and understanding of concepts of media studies to communicate meaning.

The table below shows the weighting of each assessment objective for each unit and for the qualification as a whole.

	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>Total</b>
<b>Unit 1</b>	15%	15%	-	30%
<b>Unit 2</b>	15%	15%	-	30%
<b>Unit 3</b>	-	5%	35%	40%
<b>Overall weighting</b>	<b>30%</b>	<b>35%</b>	<b>35%</b>	<b>100%</b>

## 3.2 Arrangements for non-examination assessment

### Conditions for completion of the production

The production may be completed and assessed at any suitable time during the course.

### **Length/amount of Work**

- Specific requirements for length or quantity are provided in the production brief.
- There is no penalty for work that is under the specified limits for time and length, as this is likely to be self-penalising. There is a 10% tolerance for work that is over the specified limits for time and length. If a production exceeds the limits by more than 10%, the teacher/assessor should not mark the additional work submitted beyond this limit, as candidates can only be credited for work that falls within the stipulated limits for time and length.

### **Supervision and Monitoring**

- There is no restriction on the amount of time learners spend on developing and creating their production for Unit 3.
- Teachers may provide guidance and support to learners to ensure that they have a clear understanding of the requirements of the set brief, the assessment and the marking grids.
- Teachers may advise learners on an appropriate brief or media form to choose.
- Once work is underway, feedback must be limited to general advice on what needs to be improved. Teachers must not provide specific guidance on how to make these improvements. Whilst technical support such as instruction on how to operate equipment and Health and Safety may be given, advice regarding elements such as appeal to the intended audience or application of knowledge and understanding of media concepts is not permitted.
- During the working period, teachers must monitor progress of the production three times in order to be able to authenticate the work as the learner's own.
- Once the work is finished and the final assessment made, no further amendments may be made.

### **Authentication and Assessment Evidence**

It is important that assessment is rigorously monitored by centres to ensure that learners' work is their own. All learners are required to sign an authentication statement on the cover sheet endorsing the work as their own and centres must countersign that they have taken all reasonable steps to validate this. Authentication documentation must be completed by all learners, not just for those learners selected for the sample to be seen by the moderator.

As noted in section 2.3 (Unit 3), every learner must produce and submit the following:

#### **1. Cover sheet**

The teacher and learner will sign an authentication statement contained within the cover sheet.

#### **2. Media production (including research, planning and reflective analysis)**

All four elements of the media production will be submitted:

- research
- planning
- production
- reflective analysis.

Please note: learners must clearly identify all elements of their production work with their name, candidate number, centre name and centre number.

All of the above items must be available for moderation and the production work must be submitted to the moderator in the following forms:

- audio-visual material - on disc, memory stick or uploaded as an e-portfolio via the WJEC secure website in one of the following formats: MP4, .MOV or .AVI
- print-based material - on disc, memory stick or uploaded as an e-portfolio via the WJEC secure website in one of the following formats: PDF, JPEG
- online material – websites must be available online for the duration of the moderation period and all links must be tested to ensure they work. The URL (web address) must be given to the moderator on the cover sheet submitted with the work.

### ***Suspected malpractice and plagiarism***

Learners should be aware that:

- the initial responsibility for any cases of suspected malpractice or plagiarism is with the centre
- if either the centre or the moderation process uncovers any cases of malpractice or suspected plagiarism, a formal investigation, following current Joint Council of Qualifications procedures, will be undertaken
- marks for either the unit or the complete qualification may be withdrawn if malpractice or plagiarism is established.

### **Moderation and submission of marks**

- Centres are required to submit marks online by the specified date in May each year. A moderation sample based on the overall rank order for the total entry will be automatically generated when marks are submitted and the sample must be sent to the moderator to arrive by the specified date in May each year.
- The internal completion date is determined by the centre and the centre must take into account time needed for internal assessment, internal moderation and submission of marks to WJEC.
- Individual cover sheets, available on the WJEC website, will be used for recording marks to be sent to the moderator. Centres must retain copies of all mark sheets sent to the moderator.
- It is essential that where there is more than one teacher in a centre, work from all teaching groups is standardised internally. This is designed to ensure that the final assessment reflects a single agreed standard for all teaching groups involved.
- All work and associated documentation for learners in the sample must be submitted to the moderator by the required date in May.
- All necessary documentation can be found on the WJEC website.
- As a result of the moderation, the marks of learners may be adjusted to bring the centre's marks into line with the national standard. If required, the moderator will ask for additional samples of work and if necessary, the work of all learners will be called for and externally moderated regardless of entry numbers. In this case, all of the work will be sent to the moderator.
- All centres will receive detailed feedback from the moderation in August.
- All work not submitted to WJEC should be retained by the centre until the end of October of the year of certification.

## 4 TECHNICAL INFORMATION

### 4.1 Making entries

This is a linear qualification in which all assessments must be taken at the end of the course. Assessment opportunities will be available in the summer series each year, until the end of the life of this specification. Summer 2019 will be the first assessment opportunity.

Where candidates wish to re-sit the qualification, all units must be re-taken.

The entry codes appear below.

Qualification title	Entry codes	
	English-medium	Welsh-medium
WJEC GCSE Media Studies	3680QS	3680CS

The current edition of our *Entry Procedures and Coding Information* gives up-to-date entry procedures.

### 4.2 Grading, awarding and reporting

GCSE qualifications are reported on an eight point scale from A\*-G, where A\* is the highest grade. Results not attaining the minimum standard for the award will be reported as U (unclassified).

## APPENDIX A

### Unit 3: Creating Media – Assessment

#### Guidance on Applying the Assessment Grids

- 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), **adequately 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.
- It should be noted that the bands have been designed to assist the marking process by identifying individual levels of achievement and they do not correlate with grade boundaries.

<b>Research and Planning</b>		
<b>AO3 (10%):</b> Research and develop media products for an intended audience, by applying knowledge and understanding of concepts of media studies.		
<b>Band</b>	Research media products for an intended audience by applying knowledge and understanding of concepts of media studies.	Develop media products for an intended audience by applying knowledge and understanding of concepts of media studies.
<b>5</b>	<p style="text-align: center;"><b>9-10 marks</b></p> <ul style="list-style-type: none"> <li>• Highly proficient ability to research media products for an intended audience.</li> <li>• Research is highly relevant and appropriate.</li> <li>• Very good application of knowledge and understanding of genre, representation and audience.</li> </ul>	<p style="text-align: center;"><b>9-10 marks</b></p> <ul style="list-style-type: none"> <li>• Highly proficient ability to plan media products for an intended audience.</li> <li>• Planning is highly relevant and appropriate.</li> <li>• Very good application of knowledge and understanding of genre, representation and audience.</li> </ul>
<b>4</b>	<p style="text-align: center;"><b>7-8 marks</b></p> <ul style="list-style-type: none"> <li>• Proficient ability to research media products for an intended audience.</li> <li>• Research is relevant and appropriate.</li> <li>• Good application of knowledge and understanding of genre, representation and audience.</li> </ul>	<p style="text-align: center;"><b>7-8 marks</b></p> <ul style="list-style-type: none"> <li>• Proficient ability to plan media products for an intended audience.</li> <li>• Planning is relevant and appropriate.</li> <li>• Good application of knowledge and understanding of genre, representation and audience.</li> </ul>

3	<p style="text-align: center;"><b>5-6 marks</b></p> <ul style="list-style-type: none"> <li>• Satisfactory ability to research media products for an intended audience.</li> <li>• Research is mostly relevant and appropriate.</li> <li>• Satisfactory application of knowledge and understanding of genre, representation and audience.</li> </ul>	<p style="text-align: center;"><b>5-6 marks</b></p> <ul style="list-style-type: none"> <li>• Satisfactory ability to plan media products for an intended audience.</li> <li>• Planning is mostly relevant and appropriate.</li> <li>• Satisfactory application of knowledge and understanding of genre, representation and audience.</li> </ul>
2	<p style="text-align: center;"><b>3-4 marks</b></p> <ul style="list-style-type: none"> <li>• Basic ability to research media products for an intended audience.</li> <li>• Research is partially relevant and appropriate.</li> <li>• Basic application of knowledge and understanding of genre, representation and audience.</li> </ul>	<p style="text-align: center;"><b>3-4 marks</b></p> <ul style="list-style-type: none"> <li>• Basic ability to plan media products for an intended audience.</li> <li>• Planning is partially relevant and appropriate.</li> <li>• Basic application of knowledge and understanding of genre, representation and audience.</li> </ul>
1	<p style="text-align: center;"><b>1-2 marks</b></p> <ul style="list-style-type: none"> <li>• Limited ability to research media products for an intended audience.</li> <li>• Research is of limited relevance and may be incomplete.</li> <li>• Limited application of knowledge and understanding of genre, representation and audience.</li> </ul>	<p style="text-align: center;"><b>1-2 marks</b></p> <ul style="list-style-type: none"> <li>• Limited ability to plan media products for an intended audience.</li> <li>• Planning is of limited relevance and may be incomplete.</li> <li>• Limited application of knowledge and understanding of genre, representation and audience.</li> </ul>
	<p style="text-align: center;"><b>0 marks</b></p> <ul style="list-style-type: none"> <li>• The research is not worthy of credit.</li> </ul>	<p style="text-align: center;"><b>0 marks</b></p> <ul style="list-style-type: none"> <li>• The planning is not worthy of credit.</li> </ul>

<b>Production</b>			
<ul style="list-style-type: none"> <li><b>Candidates who do not use original footage, images or text for the majority of the production may only be awarded marks up to the top of band 2.</b></li> </ul>			
<b>AO3 (25%):</b> Create media products for an intended audience, by applying knowledge and understanding of concepts of media studies to communicate meaning.			
<b>Band</b>	Create a media production for an intended audience, <b>by applying knowledge and understanding of media language.</b>	Create a media production for an intended audience, <b>by applying knowledge and understanding of representation.</b>	Create a media production <b>for an intended audience to communicate meaning.</b>
<b>5</b>	<p><b>17-20 marks</b></p> <ul style="list-style-type: none"> <li>The media production demonstrates knowledge and understanding of media language in a highly proficient, fluent and consistent way.</li> <li>Conventions of the genre or form are applied in a highly appropriate and imaginative way.</li> <li>Highly proficient technical skills and creativity.*</li> </ul>	<p><b>13-15 marks</b></p> <ul style="list-style-type: none"> <li>Knowledge and understanding of representation is applied in a highly proficient, fluent and consistent way.</li> <li>Representations of individuals, groups and issues/events (as appropriate) demonstrate confident awareness and highly appropriate use of techniques.</li> </ul>	<p><b>13-15 marks</b></p> <ul style="list-style-type: none"> <li>The media production is highly appropriate for the intended audience.</li> <li>The media production demonstrates a confident ability to communicate meaning.</li> </ul>
<b>4</b>	<p><b>13-16 marks</b></p> <ul style="list-style-type: none"> <li>Knowledge and understanding of media language is applied in a proficient, generally fluent and consistent way.</li> <li>Conventions of the genre, style or form are applied in an effective way.</li> <li>Proficient technical skills and creativity.*</li> </ul>	<p><b>10-12 marks</b></p> <ul style="list-style-type: none"> <li>Knowledge and understanding of representation is applied in a proficient, generally fluent and consistent way.</li> <li>Representations of individuals, groups and issues/events (as appropriate) demonstrate clear awareness and appropriate use of techniques.</li> </ul>	<p><b>10-12 marks</b></p> <ul style="list-style-type: none"> <li>The media production is appropriate for the intended audience.</li> <li>The media production demonstrates a clear ability to communicate meaning.</li> </ul>

<b>3</b>	<b>9-12 marks</b>	<b>7-9 marks</b>	<b>7-9 marks</b>
	<ul style="list-style-type: none"> <li>Knowledge and understanding of media language is applied in a generally appropriate and generally consistent way.</li> <li>Conventions of the genre, style or form are applied in a generally appropriate way.</li> <li>Competent technical skills and creativity.*</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge and understanding of representation is applied in a generally appropriate and generally consistent way.</li> <li>Representations of individuals, groups and issues/events (as appropriate) demonstrate satisfactory awareness and use of recognised techniques.</li> </ul>	<ul style="list-style-type: none"> <li>The media production is generally appropriate for the intended audience.</li> <li>The media production demonstrates a satisfactory ability to communicate meaning.</li> </ul>
<b>2</b>	<b>5-8 marks</b>	<b>4-6 marks</b>	<b>4-6 marks</b>
	<ul style="list-style-type: none"> <li>Knowledge and understanding of media language is applied in an inconsistent way.</li> <li>Conventions of the genre, style or form are applied, but in an inappropriate or inconsistent way</li> <li>Some technical skills and creativity.*</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge and understanding of representation is applied, but in an inconsistent way.</li> <li>Representations of individuals, groups and issues/events (as appropriate) demonstrate a basic awareness and some use of recognised techniques.</li> </ul>	<ul style="list-style-type: none"> <li>The media production is partially appropriate for the intended audience.</li> <li>The media production demonstrates a basic ability to communicate meaning.</li> </ul>
<b>1</b>	<b>1-4 marks</b>	<b>1-3 marks</b>	<b>1-3 marks</b>
	<ul style="list-style-type: none"> <li>Knowledge and understanding of media language is applied in a limited way.</li> <li>Conventions of the genre, style or form are applied in a limited way, demonstrating limited technical skills and creativity.*</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge and understanding of representation is applied in a limited way.</li> <li>Representations of individuals, groups and issues/events (as appropriate) demonstrate limited awareness and use few techniques.</li> </ul>	<ul style="list-style-type: none"> <li>The media production is not appropriate for the intended audience.</li> <li>The media production demonstrates a limited ability to communicate meaning.</li> </ul>
	<b>0 marks</b> The production is not worthy of credit.		

**\*Mark Scheme – technical skills criteria for using media language: applying appropriate form, codes and conventions for the genre/style and audience**

Band 5 – Highly proficient, fluent and consistent, highly appropriate and imaginative, highly proficient technical skills and creativity

Band 4 – Proficient, generally fluent and consistent, effective, proficient technical skills and creativity

Band 3 – Generally appropriate and consistent, competent technical skills and creativity

Band 2 – Inconsistent, inappropriate, some technical skills and creativity

Band 1 – Limited technical skills and creativity

**Audio/ Visual media products:**

Camera

- framing and composition, including an appropriate range of shots and appropriate shot type, distance, length, angle etc.
- shots are steady (use of tripod where appropriate), in focus etc.

Editing

- continuity (or different techniques e.g. montage if appropriate), making meaning clear, appropriate transitions to communicate meaning
- post-production effects: e.g. colour manipulation/special effects

Sound

- use of appropriate diegetic and non-diegetic sound to communicate meanings (sound effects, soundtrack, dialogue etc.)
- quality of sound is clear

Mise-en-scène

- location, set/props, costume etc. to communicate meanings.

**Print products:**

Creating appropriate images/photographs

- framing, focus, resolution etc. and use of mise-en-scène, lighting etc.

Manipulating images

- cropping, resizing, layering etc.

Demonstrating skills in composition and layout

- appropriate range of font styles/sizes; use of colour

Using language appropriately for form and audience

- mode of address – direct/indirect/formal/informal
- vary tone according to platform (e.g. online edition of a magazine may be less formal than print edition) as well as audience.

**Online products:**

Creating appropriate content

- images/photographs/video content/text etc.

Demonstrating skills in composition and layout

- appropriate range of font styles/sizes use of colour

Using language appropriately for form and audience

- mode of address – direct/indirect/formal/informal

Technical/IT skills in creating a working website/digital content

- interactive features.

<b>Reflective Analysis</b>	
<b>Band</b>	<b>AO2 (5%):</b> Apply knowledge and understanding of the key concepts of media studies to evaluate their own practical work.
<b>5</b>	<p style="text-align: center;"><b>9-10 marks</b></p> <ul style="list-style-type: none"> <li>• Highly proficient ability to evaluate use of concepts in own practical work.</li> <li>• Very good application of knowledge and understanding of media language, representation and audiences.</li> <li>• Highly effective communication of ideas.</li> </ul>
<b>4</b>	<p style="text-align: center;"><b>7-8 marks</b></p> <ul style="list-style-type: none"> <li>• Proficient ability to evaluate use of concepts in own practical work.</li> <li>• Good application of knowledge and understanding of media language, representation and audiences.</li> <li>• Effective communication of ideas.</li> </ul>
<b>3</b>	<p style="text-align: center;"><b>5-6 marks</b></p> <ul style="list-style-type: none"> <li>• Satisfactory ability to evaluate use of concepts in own practical work.</li> <li>• Satisfactory application of knowledge and understanding of media language, representation and audiences.</li> <li>• Clear communication of ideas.</li> </ul>
<b>2</b>	<p style="text-align: center;"><b>3-4 marks</b></p> <ul style="list-style-type: none"> <li>• Basic ability to evaluate use of concepts in own practical work, but in an inconsistent way.</li> <li>• Basic application of knowledge and understanding of media language, representation and audiences.</li> <li>• Basic ability to communicate ideas.</li> </ul>
<b>1</b>	<p style="text-align: center;"><b>1-2 marks</b></p> <ul style="list-style-type: none"> <li>• Limited ability to evaluate use of concepts in own practical work.</li> <li>• Limited application of knowledge and understanding of media language, representation and audiences.</li> <li>• Limited ability to communicate ideas.</li> </ul>
	<p style="text-align: center;"><b>0 marks</b></p> <ul style="list-style-type: none"> <li>• The reflective analysis is not worthy of credit.</li> </ul>