



Version 2

This version confirms that there will be
no further January assessments.

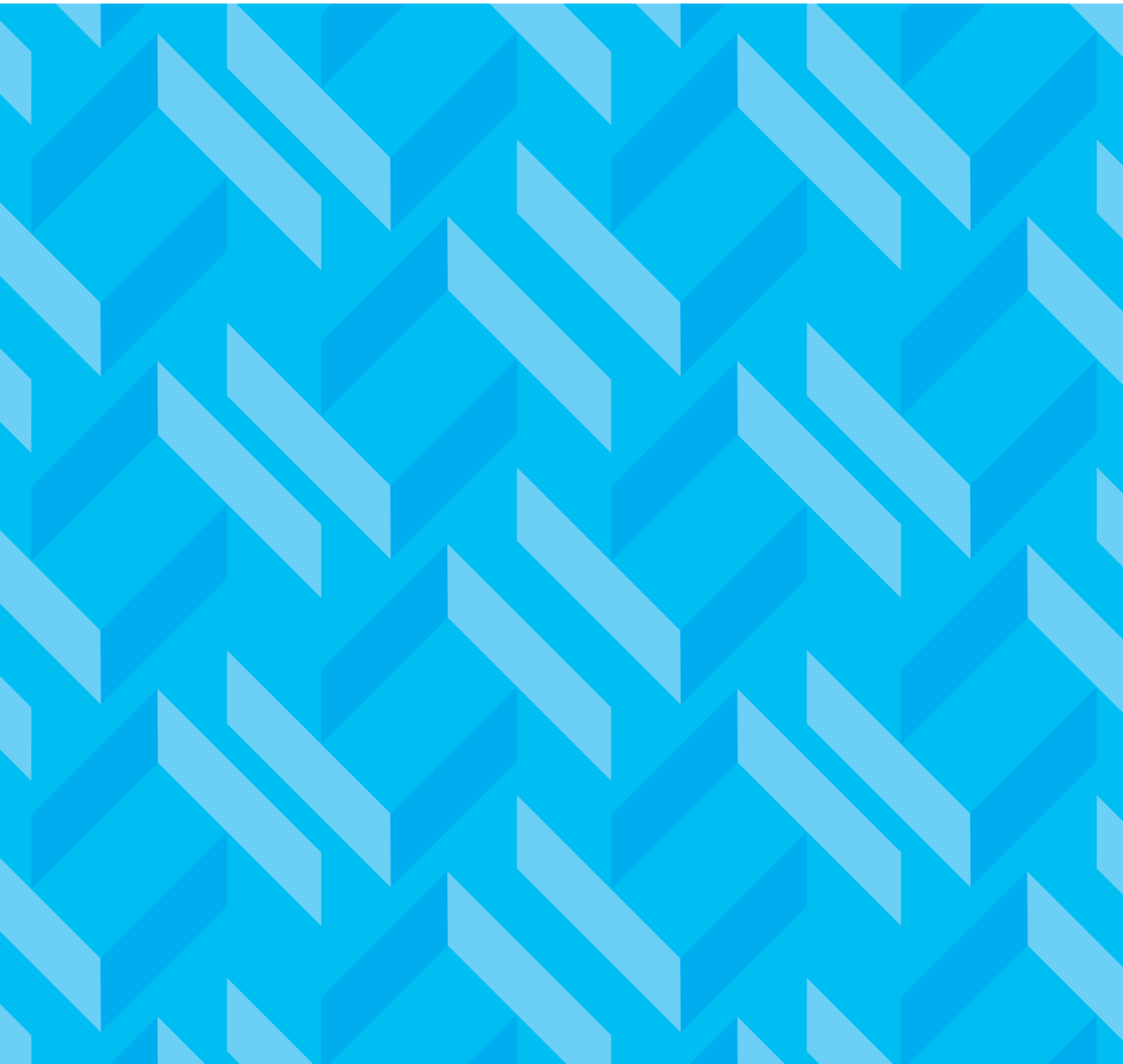
GCE

Examinations from 2009

First AS Award: Summer 2009

First A Level Award: Summer 2010

Media Studies



Contents

WJEC AS GCE in Media Studies WJEC A Level GCE in Media Studies

First AS Award - Summer 2009
First A level Award - Summer 2010



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GCE Media Studies

Subject/Option Entry Codes	
<i>Advanced Subsidiary (AS) "Cash in" entry</i>	2291
<i>Advanced Level (AL) "Cash in" entry</i>	3291
MS1 : Media Representations and Responses	1291
MS2 : Media Production Processes	1292
MS3 : Media Investigation and Production	1293
MS4: Media: Text, Industry and Audience	1294

When making entries, the following option codes should be entered after the four digit unit or cash-in code to indicate English medium or Welsh medium entries:

English medium 01
Welsh medium W1

Availability of Assessment Units			
Unit	January 2009	June 2009	June 2010 & each subsequent year
MS1	✓	✓	✓
MS2		✓	✓
MS3			✓
MS4			✓

Qualification Accreditation Numbers

Advanced Subsidiary: 500/2792/X
Advanced: 500/2608/2

SUMMARY OF ASSESSMENT

This specification is divided into a total of 4 units, 2 AS units and 2 A2 units. Weightings noted below are expressed in terms of the full A level qualification (AS in brackets).

AS (2 units)

Unit 1: MS1	25 % (50%)	External Assessment: 2½ hour Written Paper
<p>Media Representations and Responses</p> <p>Three compulsory questions, including one question on unseen audio-visual or print-based material (interactive media will be presented as print-based) (40, 30 & 30).</p> <p>Paper raw mark total: 100 Paper UMS total: 100</p>		
Unit 2: MS2	25% (50%)	Internal Assessment
<p>Media Production Processes</p> <p>Three components: one pre-production (20); one production which develops from the pre-production (40); and one report on the production process (40) (Group work permitted for audio-visual productions only.)</p> <p>Paper raw mark total: 100 Paper UMS total: 100</p>		

A LEVEL (the above plus a further 2 units)

Unit 3: MS3	25%	Internal Assessment
<p>Media Investigation & Production</p> <p>Three components: a written investigation into media text(s) based on one or more of the key media concepts – genre, narrative and/or representation (45); a media production (45); and an evaluation of how the production is informed by the investigative research (10). (Group work permitted for audio-visual productions only.)</p> <p>Paper raw mark total: 100 Paper UMS total: 100</p>		
Unit 4: MS4	25%	External Assessment: 2½ hour Written Paper
<p>Media – Text, Industry and Audience</p> <p>Three questions (30 marks per question). Section A: one question from a choice of two. Section B: two questions from a choice of four. Candidates must answer each question on a different media industry.</p> <p>Paper raw mark total: 90 Paper UMS total: 100</p>		

MEDIA STUDIES

1

INTRODUCTION

1.1 Criteria for AS and A Level GCE

This specification has been designed to meet the general criteria for GCE Advanced Subsidiary (AS) and Advanced (A) and the subject criteria for AS/A Media Studies as issued by the regulators in July 2006. The qualifications will comply with the grading, awarding and certification requirements of the Code of Practice for 'general' qualifications (including GCE).

The AS qualification will be reported on a five-grade scale of A, B, C, D, E. The A level qualification will be reported on a six-grade scale of A*, A, B, C, D, E. The award of A* at A level will provide recognition of the additional demands presented by the A2 units in term of 'stretch and challenge' and 'synoptic' requirements. Candidates who fail to reach the minimum standard for grade E are recorded as U (unclassified), and do not receive a certificate. The level of demand of the AS examination is that expected of candidates half way through a full A level course.

The AS assessment units will have equal weighting with the second half of the qualification (A2) when these are aggregated to produce the A level award. AS consists of **two** assessment units, referred to in this specification as MS1 and MS2. A2 also consists of **two** units and these are referred to as MS3 and MS4.

Assessment units may be retaken prior to certification for the AS or A level qualifications, in which case the best result will be used for the qualification award. Individual assessment unit results, prior to certification for a qualification, have a shelf-life limited only by the shelf-life of the specification.

The specification and assessment materials are available in English and Welsh.

1.2 Prior learning

AS and A Level Media Studies builds on candidates' informal learning, prior experience of media in key stages 1 to 3 and the knowledge, understanding and skills established at key stage 4, in whatever curricular context.

1.3 Progression

The four part structure of this specification (2 units for AS, and an additional 2 for the full A level) allows for both staged and end-of-course assessment and thus allows candidates to defer decisions about progression from AS to the full A level qualification.

This specification provides a suitable foundation for the study of Media Studies or a related area through a range of higher education degree courses; progression to the next level of applied qualifications (e.g. some degree and HND courses); or direct entry into employment. In addition, the specification provides a coherent, satisfying and worthwhile course of study for candidates who do not progress to further study in this subject.

1.4 Rationale

WJEC Media Studies specification is designed to allow media students to draw on their existing experience of the media and to develop their abilities to respond critically to the media. It enables students to explore a wide variety of media, including digital media technologies, drawing on the fundamental concepts informing the study of the media: texts, industry and audiences.

The specification also encourages creative work to enable students to gain a greater appreciation of the media through their own production work and to develop their own production skills. At A2 in particular, students are given the opportunity to research a topic which will then form the basis for their production, thus encouraging them to create productions informed by an awareness of contemporary media issues.

1.5 The Wider Curriculum

The wide range of media to be explored and potentially created means that students' will be developing their understanding of most notably moral, ethical, social, economic and cultural issues.

1.6 Prohibited combinations and overlap

Every specification is assigned a national classification code indicating the subject area to which it belongs. Centres should be aware that candidates who enter for more than one GCE qualification with the same classification code will only have one grade (the highest) counted for the purpose of the School and College Performance Tables. The classification code for this specification is **5350**.

This specification does not overlap significantly with any other, although Media Studies does share some common areas with Film and Communication Studies, even though their approaches to these areas are distinct. There are no prohibited combinations.

1.7 Equality and Fair Assessment

AS/A levels often require assessment of a broad range of competences. This is because they are general qualifications and, as such, prepare candidates for a wide range of occupations and higher level courses.

The revised AS/A level qualification and subject criteria were reviewed to identify whether any of the competences required by the subject presented a potential barrier to any disabled candidates. If this was the case, the situation was reviewed again to ensure that such competences were included only where essential to the subject. The findings of this process were discussed with disability groups and with disabled people.

In *GCE Media Studies*, candidates with visual and/or hearing impairments may be restricted when required to demonstrate practical video skills or knowledge and understanding of visual media. Certain impairments may restrict candidates as to which media they may select for their practical units. Practical assistants may be used to hold or carry equipment.

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments. For this reason, very few candidates will have a complete barrier to any part of the assessment. Information on reasonable adjustments is found in the Joint Council for Qualifications document *Regulations and Guidance Relating to Candidates who are eligible for Adjustments in Examinations*. This document is available on the JCQ website (www.jcq.org.uk).

Candidates who are still unable to access a significant part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award. They would be given a grade on the parts of the assessment they have taken and there would be an indication on their certificate that not all of the competences have been addressed. This will be kept under review and may be amended in future.

2

AIMS

All AS and A level specifications in Media Studies are designed to encourage candidates to:

- enhance their enjoyment and appreciation of the media and its role in their daily lives
- develop critical understanding of the media through engagement with media products and concepts and through the creative application of production skills
- explore production processes, technologies and other relevant contexts
- become independent in research skills and their application in their production work and in developing their own views and interpretations.

3

ASSESSMENT OBJECTIVES

Candidates must meet the following assessment objectives in the context of the content detailed in Section 4 of the specification:

- AO1** Demonstrate knowledge and understanding of media concepts, contexts and critical debates.
- AO2** Apply knowledge and understanding when analysing media products and processes, and when evaluating their own practical work, to show how meanings and responses are created.
- AO3** Demonstrate the ability to plan and construct media products using appropriate technical and creative skills.
- AO4** Demonstrate the ability to undertake, apply and present appropriate research.

Weightings

Assessment objective weightings are shown below as % of the full A level, with AS weightings in brackets.

Unit Weighting	%	AO1%	AO2%	AO3%	AO4%
MS1	25	15.0 (30.0)	10.0 (20.0)		
MS2	25		5.0 (10.0)	15.0 (30.0)	5.0 (10.0)
MS3	25		8.75	11.25	5.0
MS4	25	15.0	10.0		
Total	100	30	33.75	26.25	10.0

4 SPECIFICATION CONTENT

Overview

WJEC's GCE in Media Studies aims to provide a coherent and integrated approach to studying the media at AS and A Level. The distinctive features of the specification are:

- an introduction to analysing a range of media, including the rapidly developing digital media
- an emphasis on the key role that representation plays in the media
- a focus on the way audiences/users are positioned by the media but may still respond or interact in diverse ways
- an opportunity to explore media issues raised in MS1 in a creative context as well as to develop appropriate production skills
- an opportunity to research topics in the media which form the basis for production work, thus enabling students to develop research and production skills
- a progression towards exploring the relationship between media texts, their audiences and the organisations which produce and distribute them.

Advanced Subsidiary

MS1: MEDIA REPRESENTATIONS AND RESPONSES

Introduction

This unit aims to provide candidates with a framework for analysing the media and requires them to explore representations and audience/user responses. Candidates will be encouraged to explore the media through a study of genre, narrative and representation and make connections between the texts and audience/user responses to them. In the developing area of interactive media, this involves considering users and their interaction with texts. It will be important for candidates to be provided with a range of examples which will enable them to understand and interpret the media independently.

The representations of social/cultural groups, events, issues and their underlying messages and values will be explored using a range of approaches.

Content

Candidates will be required to study how media texts are constructed and how audiences and users respond to and interpret them using the following framework:

(a) *Texts*

- genre conventions
- narrative construction
- technical codes such as camerawork, lighting, editing and sound for audio-visual media and graphic design elements for print-based and interactive media
- language used and mode of address.

(b) Representations

- the role of selection, construction and anchorage in creating representations
- how the media uses representations
- the points of view, messages and values underlying those representations.

Candidates will be expected to have studied a range of representations of:

- gender
- ethnicity
- age
- issues
- events
- regional and national identities.

(c) Audience Responses

Candidates will need to consider the ways in which different audiences can respond to the same text in different ways. This will involve studying:

- the ways in which audiences can be categorised (e.g., gender, age, ethnicity, social & cultural background, advertisers' classifications)
- how media producers and texts construct audiences and users
- how audiences and users are positioned (including preferred, negotiated and oppositional responses to that positioning).

Any media can be explored but the media texts used in the examination will be selected from the following:

- advertisements
- DVD covers
- CD covers
- newspaper front pages
- magazines (including comics)
- radio sequences
- film extracts
- television sequences
- music videos
- websites (if selected for examination, websites will be reproduced in print-based format)
- computer game extracts.

Assessment

A written examination paper of **two and a half hours**, assessing AO1 and AO2. This will consist of three compulsory questions:

- **Question 1** requires an **analysis** of an audio/visual or print-based extract (40).
- **Questions 2 and 3** will be based on representation and audience issues and may be subdivided where appropriate (30 and 30).

Note: for questions 2 & 3, candidates will be expected to draw on their own studies of representation and audience response issues.

MS2: MEDIA PRODUCTION PROCESSES

Introduction:

This unit is designed to enable candidates to demonstrate knowledge, understanding and skills in media production processes through research, planning, production and evaluation.

Content

Candidates will be required to produce **three** pieces of **linked** work. These will comprise:

- a **pre-production** reflecting research and demonstrating planning techniques
- a **production** which has developed out of the pre-production
- a **report** of 1200 - 1600 words.

It is anticipated that one brief will be set outlining pre-production and production tasks. Although there must be a link between pre-production and production, there is some flexibility in the nature of the tasks which can be set for pre-production and production.

Examples of linked pre-production and production tasks include:

- A storyboard of the trailer for a new BBC1 television crime drama (**pre-production**) and the trailer for that drama (**production**)
- A script or shooting script for the opening sequence of a teen horror film (**pre-production**) and a marketing campaign for a new teen horror film, to include at least the dvd cover and one poster (**production**)
- Draft designs for two magazine front covers (**pre-production**) and a double page spread for one of those magazines (**production**)
- Prototype design for a new website (**pre-production**) and the completed website consisting of a home page and at least two associated web pages (**production**).

The production tasks must enable candidates to demonstrate competent technical skills. It is essential they have access to appropriate technical equipment and that they have been taught how to use it prior to undertaking their productions.

(a) Pre-production

Pre-production tasks must be undertaken **individually** but may be set on a whole class basis. Pre-production work will focus on the research and planning skills needed to create media productions. Pre-productions may, for example, involve research into comparable products, key aspects of the appropriate industry relevant to the pre-production as well as research into the target audience.

(b) Production

The production must develop out of the pre-production planning.

Audio-visual productions can be produced **individually** or by a **group** (maximum of four). For group tasks the candidates will need to select one of their pre-productions to develop into a production. There must be appropriate opportunities for a significant and definable contribution to be made by each candidate. Audio-visual productions should be up to 3 minutes in length, depending on the nature of the production and the number of candidates.

Interactive media (other than audio-visual productions) and print-based productions **must** be produced **individually** and must contain at least two pages of original material. The majority of the images within the production should be originated by the candidate.

(c) Report

The pre-production and production must be accompanied by a report of 1200 – 1600 words. This report must be completed **individually** and will include:

- a discussion of the most significant research findings which informed the pre-production
- a brief justification of the target audience for the production
- an evaluation of the production which highlights its strengths and weaknesses through, for example, a comparison with existing media products.

The report may be submitted in one of the following formats:

- an illustrated report
- an essay
- a suitably edited blog.

Assessment:

This unit will be internally assessed and externally moderated, assessing A02, A03 and A04, with the following mark allocations:

- Pre-production (20)
- Production (40)
- Report of 1200-1600 words (40)

Each of the **three** pieces of work will be assessed separately and then combined to achieve a total mark.

For further supporting information and examples, see the Notes for Guidance.

Advanced Level

MS3: MEDIA INVESTIGATION AND PRODUCTION

Introduction

This unit develops the knowledge and skills acquired at AS and as such contributes to synoptic assessment. In particular, it is designed to demonstrate the importance of research in informing media production and to develop the skills acquired in MS2.

Content

Candidates are required to produce three pieces of linked work:

- a **research investigation** (1400 – 1800 words)
- a **production** (informed by the investigation)
- a brief **evaluation** (500 – 750 words).

(a) *Research Investigation*

Candidates are required to undertake an **individual** investigation into a specific area of study focused on **one** of the following concepts: **genre, narrative or representation**. Their research should draw on a range of both primary and secondary sources. It should enable candidates to reach conclusions that will inform their production.

Examples of investigations include:

- the representation of teenagers in two British films
- the generic similarities between *Dr Who* and *Stargate*
- the narrative structures of *The X Factor* and *Strictly Come Dancing*.

(b) *Production*

Candidates are required to submit a production which should develop from and be informed by the candidate's research investigation. This production **must be** in a different form from the AS production.

Audio-visual productions should be **up to** 4 minutes in length (depending on the nature of the production). Print-based productions (or their digital equivalent) should be a minimum of 3 pages.

Digital media (other than audio-visual productions) and print-based productions **must** be individual. Audio-visual productions can be produced either **individually** or in **groups** (maximum 4). Group tasks must offer appropriate opportunities for each candidate to demonstrate an individual contribution.

(c) Evaluation

The production must be accompanied by an **individual** evaluation which explores how the production has been informed by the research undertaken into the relevant media concept.

The evaluation can be produced in any appropriate form such as:

- a discursive essay (with or without illustrations)
- a digital presentation with slide notes (such as a PowerPoint)
- a suitably edited blog.

Assessment

This unit will be internally marked and externally moderated, assessing AO2, AO3 and AO4.

Candidates are required to submit:

- a **research investigation** (1400 – 1800 words): 45 marks
- a **production** (informed by the investigation): 45 marks
- a brief **evaluation** (500 – 750 words): 10 marks

Each of the **three** pieces of work will be assessed separately and then combined to achieve a total mark for the unit.

For further supporting information and examples, see the Notes for Guidance.

MS4: MEDIA – TEXT, INDUSTRY AND AUDIENCE

Introduction

This unit contributes to synoptic assessment. It is designed to develop candidates' understanding of the connections between different elements of the specification and to develop their knowledge and understanding of the relationship between media texts, their audiences and the industries which produce and distribute them.

Progression from AS is demonstrated through this emphasis on the relationship between text, audience and industry and the debates surrounding the nature of that relationship. Candidates' understanding of the media will also be more informed by appropriate theoretical perspectives.

Content

Centres will be required to select **three different media industries** from the list below to study with their candidates.

- Television
- Radio
- Film
- Music
- Newspaper
- Magazine (including comics)
- Advertising
- Computer Games

For each industry, **three main texts** should provide the focus for candidates' study. At least **two** of the chosen texts must be contemporary and **one** must be British. Centres are advised to select contrasting texts so that candidates acquire as wide an understanding of the media industry as possible. What constitutes a 'text' will vary depending on the industry. See the *Notes for Guidance* for examples and guidance.

For each **text** selected, candidates should consider the following as appropriate:

Text

- genre
- narrative
- representation

Industry

- production
- distribution (and exhibition where relevant)
- marketing and promotion
- regulation issues
- global implications
- relevant historical background

Audience

- audience/user targeting
- audience/user positioning
- audience responses and user interaction
- debates about the relationship between audiences/users and text.

Assessment

A written examination of **two and a half hours**, assessing AO1 and AO2.

The paper will consist of **two sections**:

Section A will offer **two** questions based on media texts;

Section B will offer **four** questions based on industry and audience issues.

Candidates will be required to answer **one** question from Section A and **two** questions from Section B, using a **different media industry** for each answer. Each question will require them to make reference to the three main texts they have studied for each media industry.

5 SCHEME OF ASSESSMENT

AS and A level qualifications are available to candidates following this specification.

Advanced Subsidiary

The AS is the first half of an A level course. It will contribute 50% of the total A level marks. Candidates must complete the following **two units** in order to gain an AS qualification.

		Weighting Within AS	Weighting Within A level
MS 1	Media Representations and Responses	50%	25%
MS 2	Media Production Processes	50%	25%

MS 1: External Assessment: Written Paper (2½ hours)

A written examination paper of **two and a half hours**, assessing AO1 and AO2. This will consist of three compulsory questions:

- **Question 1** requires an **analysis** of an audio/visual or print-based extract (40).
- **Questions 2 and 3** will be based on representation and audience issues (30 and 30).

Note: for questions 2 & 3, candidates will be expected to draw on their own studies of representation and audience response issues.

MS 2: Internal Assessment

This unit will be internally assessed and externally moderated, assessing AO2, AO3 and AO4, with the following mark allocations:

- Pre-production: 20 marks
- Production: 40 marks
- Report (1200-1600 words): 40 marks

Each of the **three** linked pieces of work will be assessed separately and then combined to achieve a total for the unit.

Advanced Level

The A level specification consists of two parts: Part 1 (AS) and Part 2 (A2).

Part 1 (AS) may be taken separately and added to A2 at a further examination sitting to achieve an A level qualification, or alternatively, both the AS and A2 may be taken at the same sitting.

Candidates must complete the AS units outlined above plus a further two units to complete A level Media Studies. The A2 units will contribute 50% of the total A level marks.

		Weighting within A2	Weighting within A level
MS3*	Media Investigation and Research	50%	25%
MS4*	Media - Text, Industry and Audience	50%	25%

*Includes synoptic assessment

MS 3: Internal Assessment

This unit will be internally marked and externally moderated, assessing AO2, AO3 and AO4.

Candidates are required to submit:

- a **research investigation** (1400 – 1800 words): 45 marks
- a **production** (informed by the investigation): 45 marks
- a brief **evaluation** (500 – 750 words): 10 marks

Each piece of work is assessed separately and then combined to achieve a total mark for the unit.

MS 4: External Assessment: Written Paper (2½ hours)

Assessment

A written examination of **two and a half hours**, assessing AO1 and AO2.

The paper will consist of **two sections**:

Section A will offer **two** questions based on media texts;

Section B will offer **four** questions based on industry and audience issues.

Candidates will be required to answer **one** question from Section A and **two** questions from Section B, using a **different media industry** for each answer. Each question will require them to make reference to the three main texts they have studied for each media industry.

Synoptic Assessment

Synoptic assessment, testing candidates' understanding of the connections between the different elements of the subject and their holistic understanding of the subject, is a requirement of all A level specifications. In the context of Media Studies this means:

- MS3 – assesses creative production and research skills in a synoptic way (AO2 – 4)
- MS4 – assesses the key media concepts in a synoptic way (AO1 & 2)

Quality of Written Communication

Candidates will be required to demonstrate their competence in written communication in all assessment units. Mark schemes for these units include the following specific criteria for the assessment of written communication.

- legibility of text; accuracy of spelling, punctuation and grammar; clarity of meaning;
- selection of a form and style of writing appropriate to purpose and to complexity of subject matter;
- clear and coherent organisation of information; use of specialist terminology where appropriate.

Availability of Units

Availability of Assessment Units			
Unit	January 2009	June 2009	June 2010 & each subsequent year
MS1	✓	✓	✓
MS2		✓	✓
MS3			✓
MS4			✓

Awarding, Reporting and Re-sitting

The overall grades for the GCE AS qualification will be recorded as a grade on a scale from A to E. The overall grades for the GCE A level qualification will be recorded on a grade scale from A* to E. Results not attaining the minimum standard for the award of a grade will be reported as U (Unclassified). Individual unit results and the overall subject award will be expressed as a uniform mark on a scale common to all GCE qualifications (see table below). The grade equivalence will be reported as a lower case letter ((a) to (e)) on results slips, but not on certificates:

	Max. UMS	A	B	C	D	E
Units 1 and 2 (weighting 25% each)	100	80	70	60	50	40
Units 3 and 4 (weightings 25% each)	100	80	70	60	50	40
AS Qualification	200	160	140	120	100	80
A Qualification	400	320	280	240	200	160

At A level, Grade A* will be awarded to candidates who have achieved a Grade A in the overall A level qualification and 90% of the total uniform marks for the A2 units.

Candidates may re-sit units prior to certification for the qualification, with the best of the results achieved contributing to the qualification. Individual unit results, prior to certification of the qualification have a shelf-life limited only by the shelf-life of the specification.

6

KEY SKILLS

Key Skills are integral to the study of AS/A level Media Studies and may be assessed through the course content and the related scheme of assessment as defined in the specification. The following key skills can be developed through this specification at level 3:

- Communication
- Problem Solving
- Information and Communication Technology
- Working with Others
- Improving Own Learning and Performance

Mapping of opportunities for the development of these skills against Key Skills evidence requirement is provided in 'Exemplification of Key Skills for Media Studies, available on the WJEC website.

7 PERFORMANCE DESCRIPTIONS

Introduction

Performance descriptions have been created for all GCE subjects. They describe the learning outcomes and levels of attainment likely to be demonstrated by a representative candidate performing at the A/B and E/U boundaries for AS and A2.

In practice most candidates will show uneven profiles across the attainments listed, with strengths in some areas compensating in the award process for weaknesses or omissions elsewhere. Performance descriptions illustrate expectations at the A/B and E/U boundaries of the AS and A2 as a whole; they have not been written at unit level.

Grade A/B and E/U boundaries should be set using professional judgement. The judgement should reflect the quality of candidates' work, informed by the available technical and statistical evidence. Performance descriptions are designed to assist examiners in exercising their professional judgement. They should be interpreted and applied in the context of individual specifications and their associated units. However, performance descriptions are not designed to define the content of specifications and units.

The requirement for all AS and A level specifications to assess candidates' quality of written communication will be met through one or more of the assessment objectives. The performance descriptions have been produced by the regulatory authorities in collaboration with the awarding bodies.

AS performance descriptions for media studies

	Assessment objective 1	Assessment objective 2	Assessment objective 3	Assessment objective 4
Assessment objectives	Demonstrate knowledge and understanding of media concepts, contexts and critical debates.	Apply knowledge and understanding when analysing media products and processes and evaluating their own practical work, to show how meanings and responses are created.	Demonstrate the ability to plan and construct media products using appropriate technical and creative skills.	Demonstrate the ability to undertake, apply and present appropriate research.
A/B boundary performance descriptions	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> • communicate relevant knowledge and understanding of media concepts • sustain relevant arguments linked to media contexts and critical debates • structure and organise their writing • communicate content and meaning through expressive and accurate writing. 	<p>Candidates characteristically:</p> <ol style="list-style-type: none"> a) communicate a good understanding of media forms, codes and conventions b) explore through analysis of media products and processes how these aspects create meaning c) evaluate their own work with reference to these aspects and the shaping of audience/user response. 	<p>Candidates characteristically:</p> <ol style="list-style-type: none"> a) construct a media product using appropriate technical and creative skills to a high standard b) demonstrate controlled use of the selected technology. 	<p>Candidates characteristically:</p> <ol style="list-style-type: none"> a) communicate a good understanding of research skills and appropriate methods b) present relevant research findings or conclusions c) produce a reflective evaluation of the process and its outcomes.
E/U boundary performance descriptions	<p>Candidates characteristically:</p> <ol style="list-style-type: none"> a) communicate some knowledge and understanding of media concepts b) make reference to media contexts and critical debates c) communicate meaning using straightforward language. 	<p>Candidates characteristically:</p> <ol style="list-style-type: none"> a) communicate a basic understanding of media forms, codes or conventions b) link media products and processes to the creation of meaning c) evaluate their own work with reference to these aspects or the shaping of audience/user response. 	<p>Candidates characteristically:</p> <ol style="list-style-type: none"> a) construct a media product using technical and creative skills b) demonstrate the use of the selected technology. 	<p>Candidates characteristically:</p> <ol style="list-style-type: none"> a) communicate a basic understanding of research skills and methods b) present some research findings or conclusions c) comment on the research process or its outcomes.

A2 performance descriptions for media studies

	Assessment objective 1	Assessment objective 2	Assessment objective 3	Assessment objective 4
Assessment objectives	Demonstrate knowledge and understanding of media concepts, contexts and critical debates.	Apply knowledge and understanding when analysing media products and processes and evaluating their own practical work, to show how meanings and responses are created.	Demonstrate the ability to plan and construct media products using appropriate technical and creative skills.	Demonstrate the ability to undertake, apply and present appropriate research.
A/B boundary performance descriptions	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> a) communicate detailed knowledge and understanding of media concepts b) create and sustain well-organised and coherent arguments linked to media contexts and critical debates c) structure and organise their writing using an appropriate register d) communicate content and meaning through expressive and accurate writing. 	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> a) communicate an excellent, informed understanding of media forms, codes and conventions b) explore through detailed analysis of media products and processes how these aspects create meaning c) evaluate their own work with close reference to these aspects and the shaping of audience/user response. 	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> a) research, plan and construct a media product selecting appropriate technical and creative skills b) demonstrate controlled and creative use of the selected technology. 	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> a) communicate an informed understanding of research skills selecting appropriate methods b) present relevant and detailed research findings and conclusions c) produce a critical and reflective evaluation of the process and its outcomes.
E/U boundary performance descriptions	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> a) communicate some knowledge and understanding of media concepts b) show some ability to develop arguments linked to media contexts or critical debates c) structure and organise their writing d) communicate content and meaning using straightforward language accurately. 	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> a) communicate some understanding of media forms, codes and conventions b) explore through some analysis of media products and processes how these aspects create meaning c) evaluate their own work with some reference to these aspects and possible reference to the shaping of audience/user response. 	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> a) research, plan and construct a media product using technical and creative skills b) demonstrate the creative use of the selected technology. 	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> a) communicate understanding of research skills and methods b) present relevant research findings and conclusions c) produce a reflective evaluation of the process.

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INTERNAL ASSESSMENT GUIDELINES**ASSESSMENT GRIDS****MS2: Media Production Processes****1: Pre-production (20)**

Level/Marks	AO3: Demonstrate the ability to plan and construct media products using appropriate technical and creative skills.
Level 1: 0-7	<p>Limited ability to plan and construct media products appropriate for pre-production. Technical and creative skills demonstrated will also be limited.</p> <p>Quality of written communication (where appropriate) will be limited, frequently unclear. Frequent errors in the use of language. Little or no evidence of an ability to structure ideas.</p>
Level 2: 8-11 [8-9] [10-11]	<p>Basic ability to plan and construct media products appropriate for pre-production. Technical and creative skills demonstrated will also be basic.</p> <p>Quality of written communication (where appropriate) will be basic but sufficiently clear to allow communication. Frequent errors in the use of language. Limited ability to structure ideas.</p> <p>At the upper end of this level, there will be some ability to plan and construct media products appropriate for pre-production. Some technical and creative skills will also be demonstrated.</p> <p>Quality of written communication (where appropriate) will be mainly clear. Some errors in the use of language. Some ability to structure ideas.</p>
Level 3: 12-15 [12-13] [14-15]	<p>Sound ability to plan and construct media products appropriate for pre-production. Technical and creative skills demonstrated will also be sound.</p> <p>Quality of written communication (where appropriate) will be sound and clear. Reasonable level of accuracy. Sound ability to structure ideas.</p> <p>At the upper end of this level, there will be a good ability to plan and construct media products appropriate for pre-production. Good technical and creative skills will also be demonstrated.</p> <p>Quality of written communication will be good. Good level of accuracy. Good ability to structure ideas.</p>
Level 4: 16-20	<p>Excellent ability to plan and construct media products appropriate for pre-production. Sophisticated technical and creative skills will also be demonstrated.</p> <p>Quality of written communication (where appropriate) will be sophisticated. A high degree of accuracy. Sophisticated ability to structure ideas effectively.</p>

2: Production (40)

Level/Marks	AO3: Demonstrate the ability to plan and construct media products using appropriate technical and creative skills.
Level 1: 1–15	<p>Limited ability to construct media products limited. Technical and creative skills demonstrated will also be limited.</p> <p>Quality of written communication (where appropriate) will be limited, frequently unclear. Frequent errors in the use of language. Little or no evidence of an ability to structure ideas.</p>
<p>Level 2: 16–23</p> <p>[16-19]</p> <p>[20-23]</p>	<p>Basic ability to plan and construct media products. Technical and creative skills demonstrated will also be basic.</p> <p>Quality of written communication (where appropriate) will be basic but sufficiently clear to allow communication. Frequent errors in the use of language. Limited ability to structure ideas.</p> <p>At the upper end of this level, there will be some ability to construct media products. Some technical and creative skills will also be demonstrated.</p> <p>Quality of written communication (where appropriate) will be mainly clear. Some errors in the use of language. Some ability to structure ideas.</p>
<p>Level 3: 24–31</p> <p>[24-27]</p> <p>[28-31]</p>	<p>Sound ability to construct media products. Technical and creative skills demonstrated will also be sound.</p> <p>Quality of written communication (where appropriate) will be sound and clear. Reasonable level of accuracy. Sound ability to structure ideas.</p> <p>At the upper end of this level, there will be a good ability to construct media products. Good technical and creative skills will also be demonstrated.</p> <p>Quality of written communication (where appropriate) will be good. Good level of accuracy. Good ability to structure ideas.</p>
Level 4: 32–40	<p>Excellent ability to construct media products. Sophisticated technical and creative skills will also be demonstrated.</p> <p>Quality of written communication (where appropriate) will be sophisticated. A high degree of accuracy. Sophisticated ability to structure ideas effectively.</p>

3: Report (40)

As no fractions are used, please note that the numbers used to achieve levels for the two Assessment Objectives are *guidelines* and are placed in square brackets [...]. A candidate's **final mark within a level** should be established on the basis of the **total out of 40** as noted below.

Level/marks	AO4 Demonstrate the ability to undertake, apply and present appropriate research	A02 Apply knowledge and understanding when analysing media products and processes, and when evaluating their own practical work, to show how meanings and responses are created.
	<i>Note: Relates primarily to research findings which inform the pre-production</i>	<i>Note: Relates primarily to evaluation of production</i>
Level 1: 0–15	Limited ability to research. Little or no attempt to use the research to inform the pre-production. [0-7]	Limited ability to apply knowledge and understanding when evaluating the production. Limited and inconsistent evaluation of the production's effectiveness. Possible reference to comparable media products. [0-7]
Level 1	Quality of written communication at Level 1 will be limited, frequently unclear. Frequent errors in the use of language. Little or no evidence of an ability to structure ideas.	
Level 2: 16–23 [16-19]	Basic ability to research independently although this may lack a clear focus. Basic attempt to use the research to inform the pre-production. [8-9]	Basic ability to apply knowledge and understanding when evaluating the production. Basic evaluation of the production's effectiveness. Basic reference to comparable media products as part of that evaluation. [8-9]
Lower Level 2	Quality of written communication will be basic but sufficiently clear to allow communication. Frequent errors in the use of language. Limited ability to structure ideas.	
Upper Level 2: [20-23]	Some ability to research independently. Some attempt to use the research to inform the pre-production. [10-11]	Some ability to apply knowledge and understanding when evaluating the production. Some evaluation of the production's effectiveness. Some reference to comparable media products as part of that evaluation. [10-11]
Upper Level 2	Quality of written communication will be more than basic and mainly clear. Some errors in the use of language. Some ability to structure ideas.	
Level 3: 24–31 [24-27]	Sound ability to research. Sound use the research to inform the pre-production. [12-13]	Sound ability to apply knowledge and understanding when evaluating the production. Sound evaluation of the production's effectiveness. Evaluation incorporates sound reference to comparable media products [12-13]
Lower Level 3	Quality of written communication will be sound and clear. Reasonable level of accuracy. Sound ability to structure ideas.	
Upper Level 3 [28-31]	Good ability to research independently. Good use the research to inform the pre-production. [14-15]	Good ability to apply knowledge and understanding when evaluating the production. Good evaluation of the production's effectiveness. Evaluation incorporates good reference to comparable media products. [14-15]

Upper Level 3	Quality of written communication will be good. Good level of accuracy. Good ability to structure ideas.	
Level 4: 32–40	Excellent ability to research independently. Sophisticated use of research to inform the pre-production. [16-20]	Excellent ability to apply knowledge and understanding when evaluating the production. Sophisticated evaluation of the production's effectiveness. Evaluation incorporates sophisticated reference to comparable media products. [16-20]
	Quality of written communication will be sophisticated. A high degree of accuracy. Sophisticated ability to structure ideas effectively.	

MS3: Media Investigation and Production**1: Research Investigation (45)**

Level/marks	A04 Demonstrate the ability to undertake, apply and present appropriate research
Level 1: 0-17	Limited evidence of research. Minimal application of this research which has been presented in an unclear and unfocused way. Quality of written communication will be limited, frequently unclear. Frequent errors in the use of language. Little or no evidence of an ability to structure ideas.
Level 2: 18–26 [18-22]	At the lower end of this level, there will be evidence of basic research. This will have been applied in a simple way. Basic ability to present research demonstrated. Quality of written communication will be basic but sufficiently clear to allow communication. Frequent errors in the use of language. Limited ability to structure ideas.
[23-26]	At the upper end of this level, there will be evidence of research from a reasonable number of sources. There will be some attempt to apply this research and present it with some coherence. Quality of written communication will be mainly clear. Some errors in the use of language. Some ability to structure ideas.
Level 3: 27-35 [27-31]	At the lower end of this level, candidates will undertake sound and relevant research from a range of appropriate sources. This research will be applied in a sound way and presented with supporting points. Quality of written communication will be sound and clear. Reasonable level of accuracy. Sound ability to structure ideas.
[32-35]	At the upper end of this level, the research will be good, covering a good range of sources and will be applied in a detailed way. It will be presented appropriately with good references. Quality of written communication will be good. Good level of accuracy. Good ability to structure ideas.
Level 4: 36-45	Research will be excellent, covering a wide range of sources. These will be analysed and applied in a sophisticated way and presented a logical and coherent manner, supported by a range of sophisticated points. Quality of written communication will be sophisticated. A high degree of accuracy. Sophisticated ability to structure ideas effectively.

2: Production (45)

45 marks	AO3 Demonstrate the ability to plan and construct media products using appropriate technical and creative skills.
Level 1: 1–17	Limited ability to plan and construct media products. Technical and creative skills will also be limited. Limited ability to use the research investigation to inform the product. Quality of written communication (where appropriate) will be limited, frequently unclear. Frequent errors in the use of language. Little or no evidence of an ability to structure ideas.
Level 2: 18–26 [18-21] [22-26]	Basic ability to plan and construct media products. Technical and creative skills demonstrated will also be basic. Basic ability to use the research investigation to inform the product. Quality of written communication (where appropriate) will be basic but sufficiently clear to allow communication. Frequent errors in the use of language. Limited ability to structure ideas At the upper end of this level, there will be some ability to plan and construct media products. Some technical and creative skills will also be demonstrated. Some ability to use the research investigation to inform the product. Quality of written communication (where appropriate) will be mainly clear. Some errors in the use of language. Some ability to structure ideas.
Level 3: 27–35 [27-30] [31-35]	Sound ability to plan and construct media products. Technical and creative skills demonstrated will also be sound. Sound ability to use the research investigation to inform the product. Quality of written communication (where appropriate) will be sound and clear. Reasonable level of accuracy. Sound ability to structure ideas. At the upper end of this level, there will be a good ability to plan and construct media products. Good technical and creative skills will also be demonstrated. Good ability to use the research investigation to inform the product. Quality of written communication (where appropriate) will be good. Good level of accuracy. Good ability to structure ideas.
Level 4: 36–45	Excellent ability to plan and construct media products. Sophisticated technical and creative skills will also be demonstrated. Sophisticated ability to use the research investigation to inform the product. Quality of written communication (where appropriate) will be sophisticated. A high degree of accuracy. Sophisticated ability to structure ideas effectively.

3: Evaluation (10)

10 Marks	AO2 Apply knowledge and understanding when analysing media products and processes and evaluating their own practical work, to show how meanings and responses are created
Level 1: 1–3	Limited ability to apply knowledge and understanding when evaluating the production. Limited reference to degree to which research informs production. Quality of written communication will be limited, frequently unclear. Frequent errors in the use of language. Little or no evidence of an ability to structure ideas.
Level 2: 4–5	Basic ability to apply knowledge and understanding when evaluating the production. Basic reference to degree to which research informs production. Quality of written communication will be basic but sufficiently clear to allow communication. Frequent errors in the use of language. Limited ability to structure ideas.
[4]	Some ability to apply knowledge and understanding when evaluating the production. Some reference to degree to which research informs production. Quality of written communication will be mainly clear. Some errors in the use of language. Some ability to structure ideas
[5]	Some ability to apply knowledge and understanding when evaluating the production. Some reference to degree to which research informs production. Quality of written communication will be mainly clear. Some errors in the use of language. Some ability to structure ideas
Level 3: 6–7	Sound ability to apply knowledge and understanding when evaluating the production. Sound reference to degree to which research informs production. Quality of written communication will be sound and clear. Reasonable level of accuracy. Sound ability to structure ideas.
[6]	Good ability to apply knowledge and understanding when evaluating the production. Good reference to degree to which research informs production. Quality of written communication will be good. Good level of accuracy. Good ability to structure ideas.
[7]	Good ability to apply knowledge and understanding when evaluating the production. Good reference to degree to which research informs production. Quality of written communication will be good. Good level of accuracy. Good ability to structure ideas.
Level 4: 8–10	Excellent ability to apply knowledge and understanding when evaluating the production. Sophisticated reference to degree to which research informs production. Quality of written communication will be sophisticated. A high degree of accuracy. Sophisticated ability to structure ideas effectively.

Administration for the internally assessed units

Annotation of candidate work

This should be achieved by:

- (i) summative comments on the relevant *Cover Sheet*;
- (ii) annotation in the margin or in the text of the work itself. This should be brief and to the point. Attention should be drawn where candidates provide evidence of attaining a certain level of performance or where there are clear errors (e.g. errors of fact, interpretation, definition and theory) and where the work is irrelevant.

Unfair Practice

Before the course starts, the teacher is responsible for informing candidates of the WJEC Regulations concerning malpractice. Candidates must not take part in any unfair practice in the preparation of internally assessed work. They must understand that to present material copied directly from books or other sources without acknowledgement will be regarded as deliberate deception. Any candidate who uses, or is suspected of using or attempting to use, any unfair practice, is to be reported to WJEC immediately. If the WJEC is satisfied that a breach of the Regulations has occurred, the candidate may be disqualified from all subjects. Candidates will be required to certify on the relevant *Cover Sheet*, that the work with the exceptions stated, is the candidate's own work.

Supervision of Work

Centres must assure the Awarding Body that the assessments submitted are the work of the candidates concerned. As much internally assessed work as possible must be undertaken under direct supervision of the teacher. Teachers responsible for assessing assignments will be required to provide appropriate supervision for each candidate's work and will be required to certify on the relevant *Cover Sheet*, that the work with the exceptions stated, is the candidate's own work.

The teacher's responsibilities in relation to assignments for internally assessed work are not only as teacher and assessor but also as supervisor. The teacher is required to supervise the candidate's assignment(s) at regular intervals in order to:

- (i) advise, guide and supervise the candidate during the work to ensure, as far as possible, that the candidate makes the most of the opportunities available;
- (ii) provide a proper and accurate assessment of the candidate's work;
- (iii) judge the authenticity of the candidate's submission.

In supervising the candidate's work the teacher must ensure that the candidate is aware of the need to acknowledge, in the written report and/or appendices, all assistance and sources of information which have been used.

Standardisation of internally assessed work

Internal standardisation. Centres must apply a consistent standard of marking across different teachers and teaching groups. Where two or more teachers are involved in assessment, centres are responsible for standardising assessment across the teachers and teaching groups, in order to produce **a single order of attainment** of candidates for the centre as a whole. Centres will be required to confirm, in writing, that internal standardisation has been carried out, and that all candidates have been judged against the same standards.

Assessment of common samples of work by individual teachers followed by discussion is required to achieve internal standardisation. After marks have been finalised by individual teachers some sample cross-marking combined with whole centre standardisation (where work is grouped into separate mark ranges and discussed as a whole) is necessary.

Recording and submission of assessment

Each candidate's submission of internally assessed work should be accompanied by the relevant candidate cover sheet completed and signed by the tutor. This form will of necessity be a summary only of the marking process; it is not a substitute for the detailed marking of assignments. The following information should be provided:

- (i) Topic title/Brief description of assignment.
- (ii) Conditions for assignment (whether wholly independent work, or follow-up to class discussion set by teacher or agreed in consultation with teacher, etc.): time taken; guidance given; resources available.
- (iii) A brief overall comment related to the marking criteria.
- (iv) Any additional information that is felt to be relevant for moderation.

The moderation sample should be accompanied by the appropriate individual candidate cover sheets.

Centres **must** retain copies of the lists of candidates included in the sample.

On completion of marking, teachers should check that all forms are completed correctly.

Moderation and supporting evidence

It is necessary to provide some method of moderating internal assessment of candidates' work to ensure that no injustice occurs to candidates as a result of variations in the standards applied by different centres. If required the marks of candidates may be adjusted to bring the centre into line with the national standard. Normally a centre's judgements about the order of attainment of its own candidates will be accepted, although where major discrepancies are found WJEC reserves the right to alter the order of merit and inform the centre accordingly.

Moderation of the internally assessed work will take place on the basis of detailed scrutiny by a moderator appointed by WJEC.

WJEC's *Internal Assessment Manual* gives instructions about selecting and despatching samples of work to the Moderator.

Problems with individual candidates

Teachers should be able to accommodate the occasional absence of candidates by ensuring that the opportunity is given for them to make up the time missed.

Special consideration should be requested for candidates whose work has been affected by illness or other exceptional circumstances. The appropriate form and all relevant information should be forwarded to WJEC office which deals with such matters for the centre concerned.

If work is lost, WJEC should be notified immediately of the date of the loss, how it occurred, and who was responsible for the loss. The WJEC will advise on the procedures to be followed in such cases.

Where special help, which goes beyond the normal learning support, is given WJEC must be informed so that account can be taken of such help when assessment and moderation takes place.

Candidates who move from one centre to another during the course sometimes present a problem for a scheme of internal assessment. Possible courses of action depend upon the stage at which such a move takes place. If the move occurs early in the course the new centre should take responsibility for the assessment. If the move occurs late in the course it might be possible to accept the assessments made at the previous centre. In situations in which a candidate transfers from one centre to another, and the action to be taken is unclear, WJEC should be informed as soon as possible and advice on the best course of action will be given.

Change of teacher

It is appreciated that problems can arise from a scheme of internal assessment in a situation where a teacher leaves a centre during the period of assessment. It is hoped that the keeping of complete and effective records of assessment will reduce the problems arising from a change of teaching staff and should enable another teacher to take over.

Retention of evidence

Centres should retain candidates' marked internally assessed work under secure conditions, as far as it is practicable, until **31 October** following the examination, to allow for the possibility of enquiry about the results or a request for a review of results.

Private Candidates

The specification is available to private candidates, provided that the internally assessed work meets the above requirements.



**AS LEVEL MEDIA STUDIES:
MS2 (INTERNAL ASSESSMENT)**

CANDIDATE COVER SHEET

MS2/1

Centre Name:	Centre Number:
Candidate's Name:	Candidate's Number:

To be completed by the teacher/lecturer		
Comments justifying marks awarded		Marks awarded
Pre-production (AO3: 20)		
Production, including comments on individual contribution to group work where relevant (AO3: 40)		
Report: Comments on research (A04: 20)	A04	Combined Total for Report
Report: Comments on knowledge demonstrated through evaluation (A02: 20)	A02	
Total (100)		

Declaration by teacher/lecturer

I confirm that the candidate's work was conducted under the conditions laid out by the specification.

I have authenticated the candidate's work and am satisfied that to the best of my knowledge the work produced is solely that of the candidate.

Signature:

Date:

To be completed by the candidate**Pre-production****Production (including details of your contribution to group work, where relevant)****Report: brief summary of main research findings****NOTICE TO CANDIDATE**

The work you submit for assessment must be your own.

If you copy from someone else, allow another candidate to copy from you, or if you cheat in any other way, including plagiarising material, you may be disqualified from at least the subject concerned.

Declaration by Candidate

I have read and understood the **Notice to Candidate** (above). I have produced the attached work without assistance other than that which my teacher has explained is acceptable within the specification.

Signature:

Date:

This form *must* be completed by all candidates and *must* accompany work submitted for moderation.



**A LEVEL MEDIA STUDIES:
MS3 (INTERNAL ASSESSMENT)
CANDIDATE COVER SHEET**

MS3/1

Centre Name:	Centre Number:
Candidate's Name:	Candidate's Number:

To be completed by the teacher/lecturer	
Comments justifying marks awarded	Marks awarded
Research Investigation (A04: 45)	
Production, including comment on individual contribution where relevant (A03: 45)	
Evaluation (AO2: 10)	
Total (100)	

Declaration by teacher/lecturer

I confirm that the candidate's work was conducted under the conditions laid out by the specification.
I have authenticated the candidate's work and am satisfied that to the best of my knowledge the work produced is solely that of the candidate.

Signature:

Date:

To be completed by the candidate**AS Production: indicate what you produced for your AS production (MS2)****Research Investigation: title****Production (including details of your contribution to group work where relevant)****Evaluation: brief summary of how research informed production****NOTICE TO CANDIDATE**

The work you submit for assessment must be your own.

If you copy from someone else, allow another candidate to copy from you, or if you cheat in any other way, including plagiarising material, you may be disqualified from at least the subject concerned.

Declaration by Candidate

I have read and understood the **Notice to Candidate** (above). I have produced the attached work without assistance other than that which my teacher has explained is acceptable within the specification.

Signature:

Date:

This form *must* be completed by all candidates and *must* accompany work submitted for moderation