

Contents

WJEC GCSE in MEDIA STUDIES

For Teaching from 2012

For Award from 2014

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This is a linear specification: all assessments must be taken at the end of the course.

MEDIA STUDIES

SUMMARY OF ASSESSMENT

External Assessment: Written Examinations: 40%			
Unit 1	40%	Thinking about the Media: Investigating and Planning	2 hrs 15 mins
80 marks (80 UMS)			
<p>Section A: Thinking about the media - Investigating Four questions: candidates respond to stimulus material chosen from a topic set by WJEC. This section will also assess the way the contemporary media is convergent.</p> <p>Section B: Thinking about the media - Planning A series of tasks: candidates demonstrate planning and creative skills through a series of creative tasks which demonstrates knowledge of the convergent nature of the contemporary media.</p>			
Controlled Assessment: 60%			
Unit 2		Creating for the media: Investigating and Producing	
120 marks (120 UMS)			
<p>Three pieces of work from at least two different media:</p> <ul style="list-style-type: none"> • two textual investigations on two different media areas [one must be print-based] (20%) <i>and</i> • one media production consisting of research, planning, the production itself and an evaluation of the production (40%). <p>Note: A minimum of three topics must be studied.</p> <ul style="list-style-type: none"> • One textual investigation may be based on the topic specified for Unit 1. • The second textual investigation must be based on a different media topic. • Neither textual investigation may be based on the production topic. • The production must not be based on the topic specified for Unit 1. <p>These topics must involve study of a minimum of three different media, including at least one print-based and one audiovisual-based form. 'Media' will be interpreted in terms of generic forms rather than platforms although there is a requirement that the topics for the examination will be studied in relation to the convergent nature of the media. Examples of different media will thus include film, television, animated film, radio, magazines, music videos, websites and computer games.</p>			

AVAILABILITY OF ASSESSMENT AND CERTIFICATION

	Entry Code		June 2014 and each year thereafter
	Subject	Option*	
Unit 1	4391	01 or W1	✓
Unit 2	4392	01 or W1	✓
Subject Award	4390	LA or UL	✓

* Option Codes

English Medium 01, Welsh Medium W1 - for units
English Medium LA, Welsh Medium UL - for subject award

Qualification Accreditation Number: 500/4414/X

This is a linear specification: all assessments must be taken at the end of the course.

MEDIA STUDIES

1

INTRODUCTION

1.1 Aims

All GCSE Media Studies specifications are designed to enable candidates to:

- develop investigative, 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 critical understanding of the media and its role in their daily lives
- develop their practical and creative skills through opportunities for personal engagement and creativity
- understand how to use media concepts and ideas to analyse media productions in their various contexts.

1.2 Rationale

The 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 explore as well as to create media. It enables them to explore and create a wide variety of media, including digital media technologies, drawing on the fundamental concepts informing the study of the media: texts, organisations and audiences/users. These concepts are reflected in the specification's framework for exploring and creating all media.

This framework is based on three interdependent study areas:

- the products of the media – media texts (explored in terms of genre, narrative and representation)
- the organisations behind those texts (explored in terms of production, distribution and regulatory issues) and
- the audiences for, and users of, those texts.

Those study areas are also designed to encourage students to explore the convergent nature of the media across its various forms and platforms.

This specification is therefore organised in terms of the two central activities:

- **thinking** about the media, involving investigating media texts and their various contexts and
- **creating** for the media, involving planning, producing and presenting media texts.

The specification recognises that these two activities reinforce one another: thinking informs creating as much as creating reinforces thinking. Assessment consequently reflects that reciprocal dependence: the examination paper is divided into two sections (thinking about the media and planning for the media); and the internal controlled assessment includes two investigations and a production which encourage thinking as well as creating.

1.3 Criteria for GCSE

This specification meets the General Criteria for GCSE and the Criteria for GCSE Media Studies issued by the regulators in October 2007. Assessment for this qualification is carried out according to codes of practice published by the regulatory authorities. The qualification may be undertaken either through the medium of English or of Welsh.

GCSE qualifications are reported on an eight-point scale from A* to G, where A* is the highest grade. Candidates who fail to reach the minimum standard for a grade to be awarded are recorded as U (unclassified) and do not receive a qualification certificate.

1.4 Prior Learning and Progression

There are no specific requirements for prior learning with this specification. It builds upon the knowledge, understanding and skills acquired at Key Stages 1-3 in a wide range of subjects. These subjects will include English, where at Key Stage 3 students are given opportunities to analyse and evaluate a wide range of moving image and media material.

This specification may be followed by any student, irrespective of their gender, ethnic, religious or cultural background. This specification is not age-specific and, as such, provides opportunities for students to extend their life-long learning.

Students who have followed this specification will have the necessary knowledge, understanding and skills needed to progress either to the more demanding AS/A Level in Media Studies or other equivalent level qualifications, including applied qualifications.

1.5 Classification Codes

Every specification is assigned a national classification code indicating the subject area to which it belongs. The classification code for this specification is 5350.

Centres should be aware that candidates who enter for more than one GCSE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the School and College Performance Tables.

Centres may wish to advise candidates that, if they take two specifications with the same classification code, schools and colleges are very likely to take the view that they have achieved only one of the two GCSEs. The same view may be taken if candidates take two GCSE specifications that have different classification codes but have significant overlap of content. Candidates who have any doubts about their subject combinations should check with the institution to which they wish to progress before embarking on their programmes.

Candidates may **not** submit the same work for **GCSE Media Studies** Controlled Assessment as that entered for the internal assessment in **GCSE Film Studies**.

1.6 Equality and Fair Assessment

GCSEs 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 GCSE qualification and subject criteria have been 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 the case of GCSE Media Studies no potential barriers were identified in the subject criteria and this qualification has been reviewed to ensure that no additional barriers have been included. Some disabled candidates, depending on the nature of the disability, may be restricted in the media selected. For example, candidates with visual impairments may be restricted when required to demonstrate knowledge of some aspects of film, television or interactive media and in the options they select for production.

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: Access Arrangements, Reasonable Adjustments and Special Consideration*. This document is available on the JCQ website (www.jcq.org.uk).

2

SPECIFICATION CONTENT

2.1 Topics for study

Candidates will explore at least **three** topics for GCSE Media Studies. These topics must involve study of a minimum of **three** different media, including at least **one** print-based and **one** audiovisual-based form. 'Media' will be interpreted in terms of generic forms rather than platforms although there is a requirement that the topics for the examination will be studied in relation to the convergent nature of the media. Examples of different media will thus include film, television, animated film, radio, magazines, music videos, websites and computer games.

Each topic will be explored through the three study areas of the GCSE Media Studies framework and reflect the convergent nature of contemporary media. The topics will be assessed through external examination and controlled assessment tasks.

Topics studied, some of which may be based on particular forms, may include:

- Music
- Television drama
- Advertising
- Animation
- Science fiction
- Lifestyle and celebrity
- News
- Comedy

Whether topics are more open or based on a particular form, they will be studied in the context of the convergent nature of contemporary media and its various digital platforms. Each topic will enable candidates to develop their abilities to explore and create media within a challenging course of study.

For the external examination, one topic from the above list will be set. A different aspect of the topic, based on different media forms or platforms, will be assessed in each of the **two** sections of the examination paper.

The aspects of each topic to be examined will be as follows:

Examination Series	Topic	Examination Section A	Examination Section B
June 2014	Television drama	Television drama (crime)	Magazines
June 2015	Advertising & marketing	Print advertising	Television advertising
June 2016	Advertising & marketing	Film Trailers	Film Posters
June 2017	News	Newspapers	Radio News
June 2018	News	TV News	News websites

See section 3.1, *Scheme of Assessment*, for further information.

2.2 The Media Studies framework

The Media Studies framework will be used to explore all topics. It is based on:

- texts (genre, narrative and representation issues)
- organisations (marketing and promotional strategies, regulation and control issues and intrusion & privacy) and
- audiences and users.

The convergent and increasingly interdependent nature of contemporary digital media should be studied where appropriate.

Media Texts: Genre, Narrative and Representation

For **genre**, candidates study:

- generic features, conventions and iconography
- principles of repetition and variation of a repertoire of elements
- hybridity
- intertextuality
- genres – relationship between organisational and audience/user needs.

For **narrative**, candidates study:

- narrative construction and the role of editing in creating narratives (to include different types of montage)
- implied narratives – visual organisation, hierarchies and compositional codes
- narrative structures (based for example on equilibrium, disequilibrium and restoration of equilibrium; binary oppositions and their resolution; open & closed narratives; interactive narratives; linear and non-linear narratives; multi-stranded or flexi-narratives)
- character functions within narratives
- settings and locations in which narratives take place.

For **representation**, candidates study:

- what makes representations - images plus points of view about them
- the processes of 're-presenting' mediated versions of the 'real' world
- stereotypes and representations - processes of categorisation, identification and recognition
- the way people and groups of people are represented in the media - in terms of gender, ethnicity, cultural diversity, age and nation
- the way events and issues are represented in the media.

Media Organisations: Marketing and Promotion, Regulation and Control Personal, Social and Ethical Dimensions

For *media organisations*, candidates study the ways in which media organisations create, sustain and expand their markets and the way they are regulated and controlled. They will also ask questions about personal, social and ethical dimensions in an increasingly convergent media world.

(a) Marketing and Promotion

For marketing and promotion, candidates study through their investigation and production work:

- the ways in which media organisations (such as film organisations, television channels, radio stations, newspapers, magazines, websites, social networks and individuals self-promoting) market, promote and brand themselves in a commercially competitive environment.

Consideration can be given to such issues as:

- competition
- use of stars/celebrities in marketing
- cross-media campaigns
- schedules and ratings
- audience/user research and targeting
- distribution strategies.

(b) Regulation and Control

For regulation and control, candidates study through their investigation and production work:

- how different types of media are regulated and controlled
- the reasons for media regulation and control and the problems of regulating within an increasingly global media environment
- the way individuals can manage their own media.

Consideration can be given to copyright and fair use, initiatives such as the 'creative commons' and taste and decency.

(c) Personal, Social and Ethical Dimensions

For Personal, Social and Ethical Dimensions, candidates study through their investigation and production work:

- conflicts between individual freedoms and media organisations
- the personal, social and ethical dimensions of online environments.

Media Audiences/Users

For media audiences/users, candidates will study:

- issues raised by the media for a range of audiences and users, including fans, both in terms of audience/user engagement and audience/user response and interpretation.

This is likely to involve consideration of:

- ways of categorising audiences/users and audience/user composition
- organisational issues such as how audiences are targeted, appealed to, created
- audience/user response issues such as everyday uses and pleasures together with the different ways audiences and users interpret and interact with a variety of media.

3 ASSESSMENT

3.1 Scheme of Assessment

Assessment for GCSE Media Studies is **untiered**, i.e. all components cater for the full range of ability and allow access to grades A*-G.

(a) External Assessment: Written Examination Paper (40% of the final mark)

This paper will be **2 hours 15 minutes** and will include **5 minutes** to read the examination paper and approximately **25 minutes** to view a set audio-visual extract or to study the set print-based material. Where appropriate, interactive media, such as websites, will be presented in a print-based format. The paper will assess candidates on a topic set by WJEC. Candidates will be expected to study the topic in a way which reflects the convergent nature of contemporary media.

The paper is divided into **two** sections. For each section, a different aspect of the topic, based on different media forms or platforms, will be set.

- **Section A: Thinking about the Media – Investigating** will assess candidates on their knowledge and understanding of the set topic in relation to the main areas from the specification framework. Candidates will respond to stimulus material chosen by WJEC.
- **Section B: Thinking about the Media – Planning** will assess candidates' planning and creative skills through a series of creative tasks demonstrating an awareness of the convergent nature of contemporary media.

When an audio-visual extract is set for Section A, it will be played three times.

- Candidates will have 5 minutes to read the questions before viewing the extract. This is included in the total time allowed for the examination.
- For the first viewing candidates watch the extract.
- For the second viewing candidates may make notes.
- There will then be 10 minutes for making further notes.
- For the third and final viewing candidates add to and check their notes.

The complete viewing time will be approximately 25 minutes (depending on the length of the extract).

When print-based material (or digital material presented in print form) is set for Section A, candidates will study and make notes on the material for approximately 25 minutes. They will also be allowed 5 minutes to read the questions before studying the material, which is included in the total time allowed for the examination.

(b) Controlled Assessment (60% of the final mark)

The controlled assessment consists of:

- **Two** textual investigations of 400 – 850 words or equivalent, depending on the presentational form selected (10% for each investigation)

- **One** media production consisting of research, planning, the production itself and an evaluation (40%)

Note

At least **one** textual investigation must be on a topic different from **both** the production and the topic specified by WJEC for Unit 1, the written examination. One investigation **must** be print-based.

One investigation **may** be based on the topic specified by WJEC for Unit 1.

The production **must not** be based on the topic specified by WJEC for Unit 1.

Candidates may not, however, submit the same work for GCSE Media Studies controlled assessment as that entered for internal assessment in GCSE Film Studies.

Across the complete specification, candidates must study a minimum of **three** different media, including at least **one** print-based and **one** audiovisual-based form. 'Media' will be interpreted in terms of generic forms rather than platforms although there is a requirement that the topics for the examination will be studied in relation to the convergent nature of the media. Examples of different media will thus include film, television, animated film, radio, magazines, music videos, websites and computer games.

3.2 Assessment Objectives

Candidates will be required to demonstrate an ability to:

AO1	Recall, select and communicate their knowledge and understanding of media products and the contexts in which they are produced and consumed.
AO2	Analyse and respond to media texts/topics using media key concepts and appropriate terminology.
AO3	Demonstrate research, planning and presentational skills.
AO4	Construct and evaluate their own products using creative and technical skills.

3.3 Weightings

	Written Examination Paper (%)	Controlled Assessment (%)	Totals (%)
AO1	20	-	20
AO2	10	20	30
AO3	10	10	20
AO4	-	30	30
Totals (%)	40	60	100

3.4 Quality of Written Communication

In both the written examination paper and the textual investigations carried out under the terms of the controlled assessment, candidates will be assessed on the quality of their written communication within the overall assessment of that unit.

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 language where appropriate.

4

AWARDING, REPORTING AND RE-SITTING

GCSE qualifications are reported on an eight point scale from A* to G, where A* is the highest grade. The attainment of candidates who do not succeed in reaching the lowest possible standard to achieve a grade is recorded as U (unclassified) and they do not receive a certificate.

This is a linear specification in which all assessments must be taken at the end of the course. Where candidates wish to re-sit, external components must be re-taken. The controlled assessment component may also be re-taken according to guidelines given in 'Administration of Controlled Assessment'. Alternatively, the UMS mark for this component may be carried forward for aggregation with the external components when these are re-taken.

Individual unit results are reported on a uniform mark scale (UMS) with the following grade equivalences:

GRADE	MAX.	A*	A	B	C	D	E	F	G
Unit 1	80	72	64	56	48	40	32	24	16
Unit 2	120	108	96	84	72	60	48	36	24
Subject Award	200	180	160	140	120	100	80	60	40

5 GRADE DESCRIPTIONS

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content in the specification; they are not designed to define that content. The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of candidates' performance in the assessment may be balanced by better performances in others.

Grade A

Candidates recall, select and communicate detailed knowledge and thorough understanding of media products and concepts and the contexts in which they are produced and consumed. They use analytical techniques, underpinning concepts and a wide-ranging critical vocabulary to evaluate and compare media representations. They demonstrate an ability to respond in a logical and structured way, with precise and accurate use of terminology, supporting ideas and arguments with evidence. They research and plan their production work effectively. They draw on relevant products, concepts and contexts. They use a range of presentational skills effectively, showing understanding of how audiences are identified and how production is tailored to audience needs and expectations. They construct their product(s) using a broad range of production skills appropriately and effectively. They confidently handle technology, including ICT, and use the techniques and conventions of the chosen medium and genre creatively. They evaluate their product(s), making critical connections between the experience of carrying out the production and the key concepts.

Grade C

Candidates recall, select and communicate sound knowledge and understanding of media products and concepts and the contexts in which they are produced and consumed. They identify the relationship between representations offered by media texts and the appeal of these texts to the audiences that they address. They demonstrate the ability to respond logically, with accurate use of terminology, supporting ideas and arguments with evidence. They research and plan their production work. They use a selection of presentational skills well, showing a sense of identifying and targeting audiences, indicating how this has informed the production process. They construct their product(s) using appropriate production skills. They handle technology, including ICT, and use some appropriate techniques and conventions of their chosen medium and genre. They evaluate their product(s) against straightforward production criteria.

Grade F

Candidates recall and communicate limited knowledge and understanding of media products and concepts. They show a limited understanding of media forms and conventions, and can describe some aspects of media representation using some media language and conventions. They show a limited awareness of connections between the representations offered by media texts and their intended audience. They use minimal research and planning to inform their production work. They use few presentational forms with little sense of identifying and targeting audiences. They attempt to use practical processes, techniques and technologies, including ICT, to create a media product. They provide a simple review of the production.

6

CONTROLLED ASSESSMENT

The WJEC GCSE Media Studies specification meets all the regulations for controlled assessment as specified by the regulatory authorities.

6.1 The Scheme of Assessment

The controlled assessment is worth 60% of the total marks available for the specification.

The regulation of controlled assessment in GCSE Media Studies is divided into three stages, each established with a level of control specified in subject criteria produced by the regulatory authorities:

- task setting (high level of control);
- task taking (medium level of control);
- task marking (medium level of control).

These levels of control have been specified to ensure that the conditions under which tasks are set, carried out and marked are robust and consistent between centres and Awarding Bodies. These controls aim to ensure that the assessment is valid, reliable and authenticated with a high degree of confidence.

6.2 Tasks

1: Task Setting (high level of control)

Candidates must complete:

- **two** textual investigations, **one** based on **genre** and the other on **narrative** or **representation** issues of 400-850 words or equivalent depending on the presentational form selected (10% for each investigation)
- **one** production, consisting of research, planning, production and an evaluation of 300-500 words or equivalent depending on the presentational form selected (40%).

The textual investigations **must** be **individual**. An audio or audio-visual production may be completed collaboratively by a **group** of up to four. Other productions **must** be individual.

Note

At least **one** textual investigation must be on a topic different from **both** the production and the topic specified by WJEC for Unit 1, the written examination. One investigation **must** be print-based.

One investigation **may** be based on the topic specified by WJEC for Unit 1.

The production **must not** be based on the topic specified by WJEC for Unit 1.

(a) Textual Investigation tasks (high level of control)

Textual Investigation 1 must be based on:

- **genre**
- **one** main text but referring to examples of other texts
- **one** of three forms (print, audio-visual or interactive media).

Textual Investigation 2 must be based on:

- **narrative** or **representation** issues
- **one** main text but referring to examples of other texts
- a **different** media form from Textual investigation 1 (print, audio-visual or interactive media).

In addition, **one** investigation **must** be print-based; and only **one** investigation may be based on the topic specified by WJEC for Unit 1. (Both could be on different topics from Unit 1). **Neither investigation may be based on the production topic.**

For **Textual Investigation 1**, candidates may select which text is focused on but must choose **one** of the following titles:

- Investigate how genre conventions are used in [chosen text]
- Investigate how far genre conventions are challenged in [chosen text]
- Investigate how far [chosen text] conforms to genre conventions.

Genre

For **Textual Investigation 2**, candidates may select which text is focused on but must choose **one** of the following titles:

Narrative

- Explore how the narrative is constructed in [chosen text]
- Explore the structure of the narrative in [chosen text]
- Explore how conventional the narrative construction or structure is in [chosen text]
- Explore how far the narrative construction or structure in [chosen text] challenges conventional narratives.

Representation

- Explore how gender, ethnicity, age, nation, place, events **or** issues are represented in [chosen text]
- Explore how far the representation of one of the following is challenged in [chosen text]: gender, ethnicity, age, nation, place, events **or** issues
- Explore how far the representation of one of the following reinforces conventional points of view in [chosen text]: gender, ethnicity, age, nation, place, events **or** issues.

The following texts can be studied for **either** investigation:

- *Print*: extracts/front pages/cover pages from comics, posters, newspapers, magazines or advertisements;
- *Audio-visual and audio*: trailers, title and opening sequences, extracts from significant moments in films, television or radio programmes, animated advertisements or music video;
- *Interactive media*: webpages, websites, podcasts, animated or interactive advertisements, extracts from video games, news packages, extracts from interactive comics or documentary digital stories.

(b) Production tasks (high level of control)

The production can be print-based, interactive or audio-visual. Audio and audio-visual productions may be completed collaboratively in **groups** of up to **four**. Each individual member must take a significant and definable role. Other productions must be completed individually.

Candidates may be offered **one** of the following options. If centres choose to offer an option outside this range, they **must** seek approval from WJEC.

Note: for examinations in 2011 and 2012, no Music options may be selected for production and for examinations in 2013 and 2014, no Television Drama options may be selected for production.

Audio and audio-visual (may be collaborative, group production)

Television or Radio Drama: an extract of approximately 3 minutes, an opening sequence or, for television drama only, a title sequence from a newly devised drama for either mainstream or younger audiences.

Documentary: an extract of approximately 3 minutes, an opening sequence or, for television documentary only, a title sequence.

News programme: an extract of 3 minutes or title sequence and introduction for a news programme targeted at younger audiences.

Music video: a video for one track (audio-visual only).

Radio music programme: an item or extract of approximately 3 minutes of essentially talk, discussion, interviews from a radio music programme featuring a particular genre of music.

Advert: two adverts of approximately 30 to 45 seconds (if group) or one advert if individual.

Animation: an extract of approximately 45 seconds to 1 minute.

Trailer for film or television programme: a trailer of approximately 1 minute for a newly devised genre film or television programme.

Film: an extract from a genre film or a complete short film of approximately 3 minutes, an opening sequence or title sequence.

Print-based options (individual)

Comic: a cover plus one other page or a double-page spread for younger or adult market.

Newspaper: a front page plus one other page or a double-page spread from a popular, tabloid newspaper; a front page from a 'broadsheet' newspaper (whatever size page).

Magazine: a front cover plus one other page or a double-page spread for younger audience.

Posters: at least two posters from a marketing campaign for **either** a new genre film **or** a television programme **or** music performers.

CD/DVD: the front and back cover plus spine plus at least one page of an insert for the first CD of a new performer or band.

Photostory: a double-page spread for a magazine targeted at a younger audience.

Interactive media (individual)

Website: a home page plus one linked page.

Computer game: an extract of two scenes from a computer game.

Digital story: a digital story of approximately 2 minutes.

News, entertainment, sports or music package: one window plus 1 linked window.

Multimedia slide show: a series of linked windows with music and voiceover of approximately two minutes.

Podcast: a podcast of approximately 2 minutes.

Note:

- The use of original images is encouraged.
- 'Found' images (scanned or downloaded images), where integral to the production, may be used. Creative manipulation of these images is expected for a performance above Level 2 (for levels see Marking Criteria 31-34).

2: Task Taking (medium level of control)

The following controls apply to task taking:

- Authenticity
- Feedback
- Time
- Collaboration
- Resource.

Authenticity Control**(a) Textual Investigations**

Candidates must complete both investigations, with the exception of research and preparation, under informal supervision. Teachers may provide support for research and preparation through group and class approaches to topics. Both candidates and teachers must authenticate work on the appropriate form to accompany controlled assessment.

(b) Production

Candidates must complete the production under informal supervision. Teachers may provide support for research, planning and evaluation through group and class approaches. Both candidates and teachers must authenticate work on the appropriate form to accompany controlled assessment.

For **research**, individual candidates must provide at least **two** and no more than **four** types of evidence of appropriate research. This may take the form of the exploration of comparable examples but may also include some survey work into audiences/users if wished. The evidence may be presented as annotated comparable products, tables, charts and/or digital presentations.

For **planning**, candidates must show evidence of at least **two** and no more than **four** planning stages.

For **evaluation**, candidates must produce their own evaluation of 300-500 words or equivalent, depending on the presentational form selected, which explains how their production:

- met its aims and purpose
- used appropriate generic conventions
- used representations
- used narrative (where appropriate)
- addressed the chosen or preferred audience(s) and/or user(s)
- revealed media organisational issues.

In the case of a group production, candidates must produce an evaluation which reflects their role.

Feedback control**(a) Textual Investigations**

Teachers will provide support through indicative feedback – i.e. indicating ways in which work could be further developed or improved.

(b) Production

Teachers will provide support through indicative feedback – i.e. indicating ways in which work could be further developed or improved.

Time control

(a) Textual Investigations

Each textual investigation is to be completed over four to six weeks. Consideration can be given to candidates who have special educational needs. This complies with the JCQ document *Access Arrangements and Special Consideration*.

For candidates completing a two year course, WJEC recommends that at least one textual investigation is completed in the final year.

(b) Production

The production is to be completed over approximately ten to twelve weeks. Consideration can be given to candidates with special educational needs. This complies with the JCQ document *Access Arrangements and Special Consideration*.

For candidates completing a two year course, WJEC recommends that the production is completed in the final year.

Collaboration control

(a) Textual Investigations

Textual investigations are individual. Research and preparation may involve collaborative work and may be supported by class approaches. The outcome of the investigation must, however, be individual.

(b) Production

Audio and Audio-visual productions may be completed collaboratively by groups of up to four. Each individual must take a significant and definable role. Individuals must be primarily responsible for **one** of the following: camerawork **or** editing. Owing to the substantial nature of the camerawork and the editing roles, these can be shared by **two** individuals provided each is responsible for a substantial section. (It is anticipated at this level that sound is included in the editing role). Research and planning must allow for individual outcomes and the evaluation must be completed to reflect the individual role. All other productions are individual.

Resource control

(a) Textual Investigations

Candidates' access to resources is determined by those available to the centre and can include research sources such as use of the internet, comparable products, magazines and books.

(b) Production

Candidates' access to production resources is determined by those available to the centre.

3: Task Marking (medium level of control)

- Teachers mark the task using the specified marking criteria.
- WJEC externally moderates the marking using a sample, consistent with the Code of Practice requirements.

6.3 Internal Assessment of Controlled Tasks

The controlled assessment tasks are worth 60% of the total marks available for the specification.

The controlled tasks in GCSE Media Studies assess performance of Assessment Objectives AO2, AO3 and AO4 within the weightings stipulated by the regulatory authorities. Quality of written communication will be assessed in the two textual investigations.

Assessment Objectives

	Assessment Objective	% of Assessment
AO2	Analyse and respond to media texts/topics using media key concepts and appropriate terminology.	20
AO3	Demonstrate research, planning and presentational skills.	10
AO4	Construct and evaluate their own products using creative and technical skills.	30
Total		60

Marks awarded for tasks

Textual Investigations	40
<i>Textual Investigation 1</i>	20
<i>Textual Investigation 2</i>	20
Production	80
<i>Research</i>	10
<i>Planning</i>	10
<i>Production</i>	50
<i>Evaluation</i>	10

Each task is teacher-assessed and subject to external moderation.

Teachers should use the following marking criteria to determine a level of performance for **each** of the assessment objectives and award a mark from within that level. The marks awarded should be aggregated to arrive at a total mark.

Textual Investigations: (a) Genre [20 marks] and (b) Narrative or Representation [20 marks]

In order to facilitate assessment of the Textual Investigations, Marking Grids have been produced for

(a) Genre

- Grid 1 – audiovisual and digital media
- Grid 2 – print-based media

(b) Narrative or Representation

- Grid 3 – Narrative
- Grid 4 – Representation

Textual Investigation Grid 1: Genre (Audiovisual and Digital Media)	
20 marks	AO2 Analyse and respond to media texts/topics using media key concepts and appropriate terminology
<p>Level 1 (0-7)</p> <p style="text-align: center;">0-3</p> <p style="text-align: center;">.....</p> <p style="text-align: center;">4-7</p>	<p>Minimal ability to:</p> <ul style="list-style-type: none"> • create appropriate findings • respond in an intelligible manner • complete the investigative tasks on the chosen text. <p>.....</p> <p>Basic ability to:</p> <ul style="list-style-type: none"> • describe aspects of the chosen text and come to some basic conclusions about its genre • complete most of the investigative tasks • create a response consisting of evidence which is limited but relevant. <p>In Level 1, quality of written communication is basic.</p> <ul style="list-style-type: none"> • Minimal evidence of organisation or appropriate presentation of information. • Inaccuracies in spelling, punctuation and grammar. • Minimal, if any, use of media's key concepts with minimal, if any, use of appropriate terminology.
<p>Level 2 (8-11)</p> <p style="text-align: center;">8-9</p> <p style="text-align: center;">.....</p> <p style="text-align: center;">10-11</p>	<p>Simple ability to:</p> <ul style="list-style-type: none"> • demonstrate an emerging sense of genre conventions in relation to the text under investigation • respond in an appropriate manner using largely relevant evidence • terminology will be beginning to emerge. <p>.....</p> <p>Some ability to:</p> <ul style="list-style-type: none"> • explore genre conventions in relation to the text under investigation • respond using evidence which is largely relevant and is able to refer to other related examples • appropriate terminology will be beginning to emerge. <p>In Level 2, quality of written communication is sufficient to make meaning clear.</p> <ul style="list-style-type: none"> • Evidence of organisation and appropriate presentation of information. • Inaccuracies in spelling, punctuation and grammar not prominent. • Use of media's key concepts and appropriate terminology.

<p>Level 3 (12-15)</p> <p>12-13</p> <p>.....</p> <p>14-15</p>	<p>Sound ability to:</p> <ul style="list-style-type: none"> • explore genre conventions in relation to the text under investigation and show an awareness of the ways in which audiences/users can be attracted to the text because of its typicality • respond in a relevant manner using an appropriate register for the investigation using other related examples to explore the title • use appropriate terminology. <p>.....</p> <p>Confident ability to:</p> <ul style="list-style-type: none"> • analyse, investigate and respond to the genre of the media text using the media concept of audience • present their findings in an effective and appropriate manner using other examples effectively • use appropriate terminology confidently. <p>In Level 3, quality of written communication is effective and makes meaning clear.</p> <ul style="list-style-type: none"> • Clear evidence of effective organisation and appropriate presentation of information. • Few if any inaccuracies in spelling, punctuation and grammar. • Relevant use of media's key concepts and appropriate terminology.
<p>Level 4 (16-20)</p> <p>16-18</p> <p>.....</p> <p>19-20</p>	<p>Excellent ability to:</p> <ul style="list-style-type: none"> • analyse, investigate and respond to the genre of the media text investigated using the media concepts of audience/user and organisations • present their findings in an organised and well constructed manner using a wider range of examples • use appropriate terminology effectively. <p>.....</p> <p>Sophisticated ability to:</p> <ul style="list-style-type: none"> • analyse and respond to the genre of the media text investigated using media concepts of audience/user and organisations • present their findings in an engaging manner • use appropriate terminology effectively. <p>In Level 4, quality of written communication is highly effective and shows high degree of control.</p> <ul style="list-style-type: none"> • Ample evidence of very effective organisation and appropriate presentation of information. • Few if any inaccuracies in spelling, punctuation and grammar. • Confident and relevant use of media's key concepts and appropriate terminology.

Textual Investigation Grid 2: Genre (Print-Based Media Texts – Magazines, Newspapers, Comics, Posters, CD/DVD Covers, Text based Web Pages)	
20 marks	AO2 Analyse and respond to media texts/topics using media key concepts and appropriate terminology
Level 1 (0-7) 0-3 4-7	<p>Minimal ability to:</p> <ul style="list-style-type: none"> • create appropriate findings • respond in an intelligible manner • complete the investigative tasks on the chosen text. <p>.....</p> <p>Basic ability to:</p> <ul style="list-style-type: none"> • describe aspects of the chosen text and come to some basic conclusions about its genre and visual organisation conventions • complete most of the investigative tasks • respond in an intelligible manner. <p>In Level 1, quality of written communication is basic.</p> <ul style="list-style-type: none"> • Minimal evidence of organisation or appropriate presentation of information. • Inaccuracies in spelling, punctuation and grammar. • Minimal, if any, use of media's key concepts with minimal, if any, use of appropriate terminology.
Level 2 (8-11) 8-9 10-11	<p>Simple ability to:</p> <ul style="list-style-type: none"> • demonstrate an emerging sense of the genre and visual organisation conventions in relation to the text under investigation • create a response consisting of evidence which is limited but relevant • terminology will be beginning to emerge. <p>.....</p> <p>Some ability to:</p> <ul style="list-style-type: none"> • explore the genre and visual organisation conventions in relation to the text under investigation • respond in a simple manner and use evidence which is largely relevant and is able to refer to other related examples • appropriate terminology will be beginning to emerge. <p>In Level 2, quality of written communication is sufficient to make meaning clear.</p> <ul style="list-style-type: none"> • Evidence of organisation and appropriate presentation of information. • Inaccuracies in spelling, punctuation and grammar not prominent. • Use of media's key concepts and appropriate terminology.

<p>Level 3 (12-15)</p> <p>12-13</p> <p>.....</p> <p>14-15</p>	<p>A sound ability to:</p> <ul style="list-style-type: none"> • explore the genre and visual organisation conventions in relation to the text under investigation and show an awareness of the ways in which audiences/users can be attracted to the text because of its visual organisation • respond in a relevant manner using an appropriate register for the investigation using other related examples to explore the title • terminology will be appropriate to the text investigated. <p>.....</p> <p>A confident ability to:</p> <ul style="list-style-type: none"> • analyse and respond to the genre and visual organisation conventions of the media text using the media concept of audience • present their findings in an effective and appropriate manner incorporating other examples • use appropriate terminology. <p>In Level 3, quality of written communication is effective and makes meaning clear.</p> <ul style="list-style-type: none"> • Clear evidence of effective organisation and appropriate presentation of information. • Few if any inaccuracies in spelling, punctuation and grammar. • Relevant use of media's key concepts and appropriate terminology.
<p>Level 4 (16-20)</p> <p>16-18</p> <p>.....</p> <p>19-20</p>	<p>Excellent ability to:</p> <ul style="list-style-type: none"> • analyse and respond to the genre and visual organisation of the media text investigated using the media concepts of audience and organisations • present their findings in an organised and well constructed manner incorporating other examples relevantly • use appropriate terminology effectively. <p>.....</p> <p>Sophisticated ability to:</p> <ul style="list-style-type: none"> • analyse and respond to the genre and visual organisation conventions of the media text investigated using media concepts of audience and organisations • present their findings in an engaging manner for an audience • use appropriate terminology effectively. <p>In Level 4, quality of written communication is highly effective and shows high degree of control.</p> <ul style="list-style-type: none"> • Ample evidence of very effective organisation and appropriate presentation of information. • Few if any inaccuracies in spelling, punctuation and grammar. • Confident and relevant use of media's key concepts and appropriate terminology.

Textual Investigation Grid 3: Narrative (Print, Audiovisual, Digital Media)	
20 marks	AO2 Analyse and respond to media texts/topics using media key concepts and appropriate terminology
<p>Level 1 (0-7)</p> <p style="text-align: center;">0-3</p> <p style="text-align: center;">.....</p> <p style="text-align: center;">4-7</p>	<p>Minimal ability to:</p> <ul style="list-style-type: none"> • create appropriate findings • respond in an intelligible manner • complete the investigative tasks on the chosen text. <p>.....</p> <p>Basic ability to:</p> <ul style="list-style-type: none"> • describe aspects of the chosen text and come to some basic conclusions about its narrative • complete most of the investigative tasks • respond in an intelligible manner. <p>In Level 1, quality of written communication is basic.</p> <ul style="list-style-type: none"> • Minimal evidence of organisation or appropriate presentation of information. • Inaccuracies in spelling, punctuation and grammar. • Minimal, if any, use of media's key concepts with minimal, if any, use of appropriate terminology.
<p>Level 2 (8-11)</p> <p style="text-align: center;">8-9</p> <p style="text-align: center;">.....</p> <p style="text-align: center;">10-11</p>	<p>Simple ability to:</p> <ul style="list-style-type: none"> • demonstrate an emerging sense of narrative conventions in relation to the text under investigation • create a response consisting of evidence which is limited but relevant • terminology will be beginning to emerge. <p>.....</p> <p>Some ability to:</p> <ul style="list-style-type: none"> • explore narrative conventions in relation to the text under investigation • respond in a simple manner and use evidence which is largely relevant and is able to refer to other related examples • appropriate terminology will be beginning to emerge. <p>In Level 2, quality of written communication is sufficient to make meaning clear.</p> <ul style="list-style-type: none"> • Evidence of organisation and appropriate presentation of information. • Inaccuracies in spelling, punctuation and grammar not prominent. • Use of media's key concepts and appropriate terminology.

<p>Level 3 (12-15)</p> <p>12-13</p> <p>.....</p> <p>14-15</p>	<p>A sound ability to:</p> <ul style="list-style-type: none"> • explore narrative conventions in relation to the text under investigation and show an awareness of the ways in which audiences/users can be attracted to the text because of its narrative construction • respond in a relevant manner using an appropriate register for the investigation using other related examples to explore the title • terminology will be appropriate to the text investigated. <p>.....</p> <p>A confident ability to:</p> <ul style="list-style-type: none"> • analyse and respond to the narrative of the media text using the media concept of audience • present their findings in an effective and appropriate manner incorporating other examples • use appropriate terminology. <p>In Level 3, quality of written communication is effective and makes meaning clear.</p> <ul style="list-style-type: none"> • Clear evidence of effective organisation and appropriate presentation of information. • Few if any inaccuracies in spelling, punctuation and grammar. • Relevant use of media's key concepts and appropriate terminology.
<p>Level 4 (16-20)</p> <p>16-18</p> <p>.....</p> <p>19-20</p>	<p>Excellent ability to:</p> <ul style="list-style-type: none"> • analyse and respond to the narrative of the media text investigated using the media concepts of audience and organisations • present their findings in an organised and well constructed manner incorporating other examples relevantly • use appropriate terminology effectively. <p>.....</p> <p>Sophisticated ability to:</p> <ul style="list-style-type: none"> • analyse and respond to the narrative of the media text investigated using media concepts of audience and organisations • present their findings in an engaging manner for an audience • use appropriate terminology effectively. <p>In Level 4, quality of written communication is highly effective and shows high degree of control.</p> <ul style="list-style-type: none"> • Ample evidence of very effective organisation and appropriate presentation of information. • Few if any inaccuracies in spelling, punctuation and grammar. • Confident and relevant use of media's key concepts and appropriate terminology.

Textual Investigation Grid 4: Representation (Print, Audiovisual, Digital Media)	
20 marks	AO2 Analyse and respond to media texts/topics using media key concepts and appropriate terminology
Level 1 (0-7) 0-3 4-7	<p>Minimal ability to:</p> <ul style="list-style-type: none"> • create appropriate findings • respond in an intelligible manner • complete the investigative tasks on the chosen text. <p>.....</p> <p>Basic ability to:</p> <ul style="list-style-type: none"> • describe aspects of the representations in the chosen text and come to some basic conclusions • complete most of the investigative tasks • respond in an intelligible manner. <p>In Level 1, quality of written communication is basic.</p> <ul style="list-style-type: none"> • Minimal evidence of organisation or appropriate presentation of information. • Inaccuracies in spelling, punctuation and grammar. • Minimal, if any, use of media's key concepts with minimal, if any, use of appropriate terminology.
Level 2 (8-11) 8-9 10-11	<p>Simple ability to:</p> <ul style="list-style-type: none"> • demonstrate an emerging sense of representations in relation to the text under investigation • create a response consisting of evidence which is limited but relevant • terminology will be beginning to emerge. <p>.....</p> <p>Some ability to:</p> <ul style="list-style-type: none"> • explore representational conventions in relation to the text under investigation • respond in a simple manner and use evidence which is largely relevant and is able to refer to other related examples • appropriate terminology will be beginning to emerge. <p>In Level 2, quality of written communication is sufficient to make meaning clear.</p> <ul style="list-style-type: none"> • Evidence of organisation and appropriate presentation of information. • Inaccuracies in spelling, punctuation and grammar not prominent. • Use of media's key concepts and appropriate terminology.

<p>Level 3 (12-15)</p> <p>12-13</p> <p>.....</p> <p>14-15</p>	<p>A sound ability to:</p> <ul style="list-style-type: none"> • explore representational conventions in relation to the text under investigation and show an emerging awareness of the ways in which audiences/users can be attracted to or identify with the text because of its representations • respond in a relevant manner using an appropriate register for the investigation using other related examples to explore the title • terminology will be appropriate to the text investigated. <p>.....</p> <p>A confident ability to:</p> <ul style="list-style-type: none"> • analyse and respond to the representations in the media text using the media concept of audience • present their findings in an effective and appropriate manner incorporating other examples • use appropriate terminology. <p>In Level 3, quality of written communication is effective and makes meaning clear.</p> <ul style="list-style-type: none"> • Clear evidence of effective organisation and appropriate presentation of information. • Few if any inaccuracies in spelling, punctuation and grammar. • Relevant use of media's key concepts and appropriate terminology.
<p>Level 4 (16-20)</p> <p>16-18</p> <p>.....</p> <p>19-20</p>	<p>Excellent ability to:</p> <ul style="list-style-type: none"> • analyse and respond to the representations in the media text investigated using the media concepts of audience and organisations effectively • present their findings in an organised and well constructed manner incorporating other examples relevantly • use appropriate terminology effectively. <p>.....</p> <p>Sophisticated ability to:</p> <ul style="list-style-type: none"> • analyse and respond to the representations in the media text investigated using media concepts of audience and organisations in a complex manner • present their findings in an engaging manner for an audience • use appropriate terminology effectively. <p>In Level 4, quality of written communication is highly effective and shows high degree of control.</p> <ul style="list-style-type: none"> • Ample evidence of very effective organisation and appropriate presentation of information. • Few if any inaccuracies in spelling, punctuation and grammar. • Confident and relevant use of media's key concepts and appropriate terminology.

Production:
(a) Research [10 marks]

10 marks	AO3 Demonstrate research, planning and presentational skills
<p>Level 1 (0-3) 0-1</p> <p>.....</p> <p>2-3</p>	<p>Minimal ability to:</p> <ul style="list-style-type: none"> • present appropriate evidence • respond in an intelligible manner. <p>.....</p> <p>Basic ability to:</p> <ul style="list-style-type: none"> • present two pieces of appropriate evidence • respond to the research tasks in an intelligible manner.
<p>Level 2 (4-5) 4</p> <p>.....</p> <p>5</p>	<p>Simple ability to:</p> <ul style="list-style-type: none"> • present at least two pieces of appropriate research evidence • respond to the research tasks in a relevant manner • some terminology will be beginning to emerge. <p>.....</p> <p>Some ability to:</p> <ul style="list-style-type: none"> • present evidence relevant to the production • respond in a simple manner using evidence which is largely relevant to the chosen media form/genre by exploring other related examples • appropriate terminology will be beginning to emerge about typical codes and conventions of such productions.
<p>Level 3 (6-7) 6</p> <p>.....</p> <p>7</p>	<p>A sound ability to:</p> <ul style="list-style-type: none"> • present evidence relating to textual organisation (genre, narrative, representation) and audiences/users • respond in a clear way using evidence which is largely relevant to the chosen media form/genre by exploring other related examples • use appropriate terminology. <p>.....</p> <p>A confident ability to:</p> <ul style="list-style-type: none"> • present findings relevant to the production in terms of textual organisation (genre, narrative, representation) and audiences/users • respond in a clear way using evidence which is relevant to the chosen media form/genre by exploring other related examples • use appropriate terminology.
<p>Level 4 (8-10) 8-9</p> <p>.....</p> <p>10</p>	<p>Excellent ability to:</p> <ul style="list-style-type: none"> • present findings relevant to the production in terms of textual organisation (genre, narrative, representation), audiences/users and organisations • respond in a perceptive manner using evidence which is relevant to the chosen media form/genre by exploring other related examples • use appropriate terminology effectively. <p>.....</p> <p>Sophisticated ability to:</p> <ul style="list-style-type: none"> • present findings which clearly influence the production and its reception • respond in a detailed and organised manner using evidence which is relevant to the chosen media form/genre by exploring other related examples • use appropriate terminology effectively.

(b) Planning [10 marks]

10 marks	AO3 Demonstrate research, planning and presentational skills
<p>Level 1 (0-3) 0-1</p> <p>.....</p> <p>2-3</p>	<p>Minimal ability to:</p> <ul style="list-style-type: none"> • present appropriate evidence • respond in an intelligible manner. <p>.....</p> <p>Basic ability to:</p> <ul style="list-style-type: none"> • present two pieces of appropriate planning evidence • respond to the planning tasks in an intelligible manner.
<p>Level 2 (4-5) 4</p> <p>.....</p> <p>5</p>	<p>Simple ability to:</p> <ul style="list-style-type: none"> • present at least two pieces of appropriate planning evidence • respond to the planning tasks in a relevant manner • some terminology will be beginning to emerge. <p>.....</p> <p>Some ability to:</p> <ul style="list-style-type: none"> • present planning evidence relevant to the production • respond in a simple manner using evidence which is largely relevant to the chosen media form/genre by exploring other related examples • appropriate terminology will be beginning to emerge about typical codes and conventions of such productions.
<p>Level 3 (6-7) 6</p> <p>.....</p> <p>7</p>	<p>A sound ability to:</p> <ul style="list-style-type: none"> • present evidence relating to textual organisation (genre, narrative, representations) and audiences/users • respond in a clear way using evidence which is largely relevant to the chosen media form/genre by exploring other related examples • use appropriate terminology. <p>.....</p> <p>A confident ability to:</p> <ul style="list-style-type: none"> • present findings relevant to the production in terms of textual organisation (genre, narrative, representations) and audiences/users • respond in a clear way using evidence which is relevant to the chosen media form/genre by exploring other related examples • use appropriate terminology.
<p>Level 4 (8-10) 8-9</p> <p>.....</p> <p>10</p>	<p>Excellent ability to:</p> <ul style="list-style-type: none"> • present findings relevant to the production in terms of textual organisation (genre, narrative, representations), audiences/users and organisations • respond in a perceptive manner using evidence which is relevant to the chosen media form/genre by exploring other related examples • use appropriate terminology effectively. <p>.....</p> <p>Sophisticated ability to:</p> <ul style="list-style-type: none"> • present findings which clearly influence the production and its reception • respond in a detailed and organised manner using evidence which is relevant to the chosen media form/genre by exploring other related examples • use appropriate terminology effectively.

(c) Production [50 marks]

50 marks	AO4 Construct and evaluate their own products using creative and technical skills.
Level 1 (0-19) 0-9 10-19	Minimal ability to: <ul style="list-style-type: none"> • create their own production which will tend to be derivative • use technology appropriate to their production. Basic ability to: <ul style="list-style-type: none"> • create their own production which will often be derivative • cope with technology appropriate to their production • make use of some of the appropriate codes and conventions.
Level 2 (20-29) 20-24 25-29	Simple ability to: <ul style="list-style-type: none"> • create a simple production for an audience/user using appropriate technical skills • show awareness of the codes and conventions of such productions • control the production by using the basic editing techniques appropriate to the production. Some ability to: <ul style="list-style-type: none"> • use the codes and conventions • use appropriate editing skills • develop a sense of an appropriate approach to audiences/users of the production.
Level 3 (30-39) 30-34 35-39	A sound ability to: <ul style="list-style-type: none"> • use codes and conventions creatively for their own purposes • edit the production in an appropriate manner • offer audiences/users ways of engaging with the production. A confident ability to: <ul style="list-style-type: none"> • use codes and conventions creatively for their own purposes • edit the production thoughtfully • offer audiences/users ways of engaging with the production.
Level 4 (40-50) 40-44 45-50	Excellent ability to: <ul style="list-style-type: none"> • use codes and conventions creatively for their own purposes • engage audiences/users • control the narrative or (audio)visual organisation of the production for the audiences/user • generate high production values whatever the technology used. Sophisticated ability to: <ul style="list-style-type: none"> • use codes and conventions creatively for their own purposes • engage audiences/users • control the narrative or (audio)visual organisation of the production for the audiences/user • generate high production values whatever the technology used.

(d) Evaluation [10 marks]

10 marks	AO4 Construct and evaluate their own products using creative and technical skills.
Level 1 (0-3) 0-1 2-3	Minimal ability to <ul style="list-style-type: none"> • evaluate their own production • communicate in a developed manner. Basic ability to: <ul style="list-style-type: none"> • evaluate their own products by describing in simple ways some of the production activities they carried out • communicate their intentions in a simple way.
Level 2 (4-5) 4 5	Simple ability to: <ul style="list-style-type: none"> • evaluate aspects of their own production • communicate clearly the steps and stages of production. Some ability to: <ul style="list-style-type: none"> • evaluate their own production from the point of view of its typicality • communicate clearly about how they went about production.
Level 3 (6-7) 6 7	Sound ability to: <ul style="list-style-type: none"> • evaluate the typical codes and conventions used with a simple awareness of audience • communicate using appropriate terminology for the production. Confident ability to: <ul style="list-style-type: none"> • evaluate their own products exploring the ways audiences can be attracted by and make use of their production • communicate in simple ways about some of the issues which arise when their production is distributed.
Level 4 (8-10) 8-9 10	Excellent ability to: <ul style="list-style-type: none"> • evaluate their own products from the point of view of the three study areas • communicate in a developed manner about the issues which arise when their production is distributed. Sophisticated ability to: <ul style="list-style-type: none"> • evaluate their own products from the point of view of the three study areas • communicate about the issues which arise when their production is distributed.

6.4 Annotation of Controlled Assessment

This should be achieved by:

- (i) summative comments on the Controlled Assessment cover sheet (ME2);
- (ii) annotation of the candidates' Controlled Assessments i.e. in the margin of textual investigations or research, planning and evaluation. It is recognised that it will not always be appropriate to annotate production work directly but some annotation in an appropriate place is helpful. The Controlled Assessment cover sheet often provides the best place for comments on production work. All annotation should be brief and focused. Attention should be drawn to where candidates provide evidence of attaining a certain level of performance in relation to the assessment objectives.

Annotation helps the moderator understand more fully how the teacher has arrived at the mark awarded to the candidate.

6.5 Internal Moderation of Controlled Assessment

Centres must ensure that careful cross-moderation is carried out where more than one teacher is responsible for the marking of the Controlled Assessments. This is necessary to ensure uniformity of standards within a centre. Where internal moderation is necessary, the teacher assuming overall responsibility for this process should provide, for the external moderator, a written outline of the procedures that have been adopted.

6.6 Authentication of Controlled Assessment

Candidates are required to sign that the work submitted is their own and teachers/assessors are required to confirm that the work assessed is solely that of the candidate concerned and was conducted under the required conditions. A copy of the authentication form, which forms part of the cover sheet for each candidate's work, is included in this Specification. It is important to note that **all** candidates are required to sign this form, and not merely those whose work forms part of the sample submitted to the moderator. Malpractice discovered prior to the candidate signing the declaration of authentication need not be reported to WJEC but must be dealt with in accordance with the centre's internal procedures.

Before any work towards the Controlled Assessment is undertaken, the attention of candidates should be drawn to the relevant JCQ Notice to Candidates. This is available on the JCQ website (www.jcq.org.uk) and included in *Instructions for Conducting Coursework/Portfolios*. More detailed guidance on the prevention of plagiarism is given in *Plagiarism in Examinations: Guidance for Teachers/Assessors*, also available on the JCQ website.

6.7 External Moderation of Controlled Assessment

The moderation of teacher assessment will be provided by inspection of the Controlled Assessment by WJEC. Centres will be informed of the submission date for the Controlled Task in the published Examinations Timetable and the name of their moderator will be issued in the spring term prior to the award.

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

As a result of the moderation, the marks of candidates 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 candidates may be called for and externally moderated regardless of entry numbers. In this case, all of the Controlled Assessments will be posted to the moderator.

In the event of concern over the awarding procedures, the normal appeals process will apply.

6.8 Recording of Controlled Assessment Marks

Instructions for the administration of internally-assessed work are given in the WJEC *Internal Assessment Manual*.

Once all candidates' marks have been submitted, the sample of work to be sent to the moderator will automatically be selected.

6.9 Submission of Controlled Assessment for Moderation

For the appropriate sample of candidates, the following should be submitted to the moderator:

- individual cover sheets for textual investigations (ME2) and production (ME3), appropriately authenticated by candidates and teachers and placed at the front of the relevant controlled assessments
- the completed controlled assessments for each candidate (two textual investigations; evidence of research, evidence of planning, the production and the individual evaluation).

Material that candidates may have acquired in their research, such as multiple copies of questionnaires, should **not** be submitted.

6.10 Return of Controlled Assessment

Work will be returned to centres by the moderator when the moderation process is complete. A sample of work will be sent to the Chief Moderator and may be retained for use by WJEC at Awarding, INSET or as exemplar material.

6.11 Retention of Controlled Assessment

Centres need to retain the Controlled Assessments until the end of November following the Summer Examination.

<p style="text-align: center;">To be completed by teacher</p> <p style="text-align: center;"><i>Please provide summative comments in relation to Assessment Objectives and comments on conditions under which investigations were completed.</i></p>	<p style="text-align: center;">Mark Awarded</p>
<p>Textual Investigation 1: Genre (AO2: 20 marks)</p>	
<p>Textual Investigation 2: Narrative or Representation (AO2: 20 marks)</p>	
<p>Total (40)</p>	

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, 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. I have not submitted any of this work for GCSE Film Studies.

Candidate's signature: **Date:**

Declaration by teacher

I confirm that the candidate's work was conducted under the conditions set out in the specification and that it has not been submitted for GCSE Film Studies.
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.

Teacher's signature: **Date:**



**GCSE IN MEDIA STUDIES
CONTROLLED ASSESSMENT
PRODUCTION**

ME3

Name of Centre: Centre Number:

Candidate's name: Candidate's Number:

To be completed by candidate
Research: Main items
Planning: Main stages
Production: Task (plus role taken if relevant)
Evaluation: Main points

<p style="text-align: center;">To be completed by teacher <i>Please provide summative comment in relation to Assessment Objectives also brief comments on conditions under which each production stage is completed.</i></p>	<p style="text-align: center;">Mark Awarded</p>
<p>Research (AO3: 10 marks)</p>	
<p>Planning (AO3: 10 marks)</p>	
<p>Production (AO4: 50 marks)</p>	
<p>Evaluation (AO4: 10 marks)</p>	
<p>Total (80)</p>	

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, 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. I have not submitted any of this work for GCSE Film Studies.

Candidate's signature: **Date:**

Declaration by teacher

I confirm that the candidate's work was conducted under the conditions set out in the specification and that it has not been submitted for GCSE Film Studies.
 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.

Teacher's signature: **Date:**

7 THE WIDER CURRICULUM

7.1 Key Skills

Key Skills are integral to the study of GCSE in 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 levels 1 and 2:

- 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 WJEC website.

7.2 Opportunities for Use of Technology

There are many opportunities to use ICT in this specification.

In this specification candidates will have opportunities to develop their knowledge and understanding of the media through their use of information retrieval systems and to become independent learners and creative media producers through their use of ICT. Candidates will use ICT to produce a range of media texts in print, audio, moving image and electronic media and use the new technologies to share these texts with a range of audiences at local, national and international levels using the worldwide web.

7.3 Spiritual, Moral, Ethical, Social and Cultural Issues

In this specification candidates will have opportunities to become active participants in modern society through producing media texts for audiences and to explore the vital role the media plays in the spiritual, moral, ethical, social and cultural development of individuals and communities.

This specification will contribute to candidates' understanding of spiritual, moral, ethical, social and cultural issues through discussion of representations of gender, youth, nation and ethnicity, e.g. the way in which gender is represented in film, television, radio and print media; stereotyping of gender in women's magazines, of young people in the press and of ethnic groups in film and television. Moral and ethical issues will be raised through the study of intrusion and privacy in television and radio news and newspapers' reporting of current issues and events.

7.4 The European dimension

In this specification candidates will have opportunities to explore the ways in which the media contributes to the development of European culture through television, film, print and the new technologies and to use these new technologies to foster closer links with European communities. Candidates will work in cross-curricular settings to develop a greater understanding of European film and media production.

7.5 Citizenship

In this specification candidates will have opportunities to explore the role the media plays in contemporary democratic society and to promote active citizenship through media involvement and understanding. Candidates will explore the role the media plays in local and national communities through media production in print and broadcast news reporting.

7.6 Environmental Issues

In this specification candidates will have opportunities to develop their knowledge and understanding of the ways in which environmental issues are presented in the media through the study of, for example, news, current affairs and advertising campaigns.

7.7 Health and Safety Considerations

Teachers will need to ensure that they and their students are fully conversant with health and safety issues relating to the equipment used to produce media artefacts.

It is essential that:

- students receive induction training in the use of all equipment that they may use to produce their artefacts
- Instructions Booklets relating to the use of equipment are readily available
- equipment is regularly checked and maintained to ensure that it is safe and in proper working order
- electrical equipment is regularly checked by an approved firm of electrical contractors
- electrical and computer leads do not trail across the floor and present a health hazard
- students using computers should not look at the screen for prolonged periods and breaks must be taken regularly
- students report any faults in the equipment they are using immediately.

8

TEACHING RESOURCES**Some Teaching Resources****Core Texts**

Investigating GCSE Media Studies: Connell, Brigley and Edwards.
Hodder and Stoughton (2000)

Looking at Media Studies: Bowker
Hodder and Stoughton (2nd edition, 2003)

GCSE Media Studies: Esseen, Phillips and Riley
Heinemann (2004, 2nd edition, 2009)

Other useful books

Media and Meaning - An Introduction: Stewart, Lavelle, Kowaltzke
Bfi Publishing (2001)

GCSE Media Studies: Clark and Harvey (eds)
Longman (2003)

GCSE Media Studies: Price
Nelson Thornes (2003)

Key Ideas in Media: Edwards
Nelson Thornes (2003)

Complete A-Z Media and Film Studies Handbook: Clark, Jones, Malyszko &
Wharton
Hodder Arnold (2007)

Analysing Media Texts: Gillespie and Toynbee (eds)
Open University (2006)

Teaching Videogames: Newman and Oram
Bfi Publishing (2006).

Teaching TV Drama: Points
Bfi Publishing (2006)

Useful Websites

<http://www.mediaed.org.uk>

- Useful starting point for texts for media candidates. Good informed reviews. Good resources.

<http://www.pbs.org/kcts/videogamerevolution/>

- Good introduction to popular media form.

<http://www.mcli.dist.maricopa.edu/smc/journey/index.html>

- Good introduction to narrative.

http://www.medialit.org/reading_room/article565.html

- Some basic terms defined.

<http://www.oscars.org/teachersguide/screenwriting/index.html>

- Good for film. Downloadable PDFs: screenwriting, cinematography, film editing, art direction, animation, sound and music, documentaries, and visual effects.

<http://www.bbc.co.uk/wales/capturewales/>

- Digital storytelling.

<http://t3.k12.hi.us/t302-03/tutorials/digstory/elements.htm>

- Tutorial on digital story making.

<http://www.newmediastudies.com/>

- David Gauntlet's site - useful for digital media.

<http://awd.cl.uh.edu/blog/>

- Educational uses for blogs-maybe of use for preproduction planning activities.

<http://www.blogger.com>

- Create your own blog for free.

<http://www.mcli.dist.maricopa.edu/authoring/studio/guidebook/storyboard.html>

- Production storyboard guidebook.

Useful Software

Snagit 8: for free 30 day trial: <http://www.techsmith.com>.

- Very versatile tool for the capture of screenshots/images/webpages/moving image which can be captioned, edited, framed and inserted into Word or Powerpoint, for example, to support investigative work.

Antics3D: download at: <http://www.antics3d.com>

- Useful free software for the creation of 3D animated sequences. Plenty of video tutorial support for keen students.

Open Office: download at: <http://www.openoffice.org/>

- Freeware for students who do not have access to Word, Powerpoint, Excel.

Gimp: download at: <http://www.gimp.org>

- Freeware photo editor.

Audacity: download at: <http://audacity.sourceforge.net>

- Freeware sound editor.

Organisations

English and Media Centre (www.englishandmedia.co.uk)

British Film Institute (www.bfi.org.uk)

Film Education (www.filmeducation.org.uk)

Media Education Wales (www.mediaedwales.org.uk)

Some Reference Books for Teachers

Key Concepts in Communication and Cultural Studies: O'Sullivan, Hartley, Saunders and Montgomery
Routledge (1994)

Key Concepts and Skills for Media Studies: Clark, Lewis and Baker
Hodder Arnold (2002)

Narratives in Popular Culture, Media and Everyday Life: Berger.
Sage (1997)

The Television Handbook: Holland
Taylor Francis (2000)

Comic, Comix and Graphic Novels: Sabin.
Phaidon (2001)

Teaching Scriptwriting, Screenplays and Storyboards
for Film and TV Production: Readman
Bfi Publishing (2003)

Film Art : Bordwell and Thompson
McGraw-Hill (7th edition, 2003)

New Media Cultures: Marshall
Arnold (2004)

Understanding Movies: Gianetti.
Prentice Hall (2004)

How to Read A Film: Monaco.
Oxford (2004)

Making Comics: McCloud.
Harper Collins (2006)

Tele-visions: An Introduction to Studying Television. Ed. Creeber.
Bfi Publishing (2006)