



Eduqas GCSE Media Studies Component 1 AMPLIFIED ASSESSMENT GRIDS

Eduqas GCSE Media Studies

Component 1

Amplified Assessment Grid

Assessment Objectives

AO1 Demonstrate Knowledge and understanding of:

- **the theoretical framework of media**
- **contexts of media and their influence on media products and processes.**

AO1 1a Demonstrate knowledge of the theoretical framework of media.

AO1 1b Demonstrate understanding of the theoretical framework of media.

AO1 2a Demonstrate knowledge of contexts of media and their influence on media products and processes.

AO1 2b Demonstrate understanding of contexts of media and their influence on media products and processes.

AO2 Analyse media products using the theoretical framework of media, including in relation to their contexts, to make judgements and draw conclusions.

AO2 1a Analyse media products using the theoretical framework of media, including in relation to their contexts.

AO2 1b Make judgements and draw conclusions.

General information, principles and guidelines

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

When awarding a mark within a band, examiners should select the band that most closely describes the quality of the work being assessed.

- Where the candidate's work convincingly meets the descriptors, the highest mark within that band should be awarded
- Where the candidate's work adequately meets the descriptors, the most appropriate mark within that band in the middle range should be awarded
- Where the candidate's work just meets the descriptors, the lowest mark within that band should be awarded.

The Amplified Assessment Grid is intended to be applied to the extended response questions for each assessment objective, although some elements may be transferable to shorter tariff responses.

Examiners are reminded that 'theoretical framework' does not mean 'theory'. The only requirement to discuss media theories is if a specific theory is named in the question, in which

case candidates would be expected to show an understanding of the named theory to be awarded above band 1.

Where theory is not specifically named in the question, candidates may still access the full range of bands without naming theorists, if they can demonstrate an excellent understanding of the required aspects of the theoretical framework.

Candidates who attempt to apply theoretical approaches similar to those applied at A Level should not automatically be awarded higher marks. Examiners should be mindful that this approach may penalise candidates who have focused on the required GCSE theorists. Successful responses apply the theoretical framework that underpins the question in the first instance, before engaging in academic arguments.

AO1 2a and b – The focus of the context question is testing knowledge and understanding of contexts and their influence on media products and processes and as such they are not being tested on their ability to analyse the text. Textual analysis should not be credited. Textual analysis with some attempt to link to context would typically sit in the lower bands.

AO2 1A - Examiners should be mindful of rubric responses, where candidates identify elements of media language that do not match the focus of the question, such as writing about font/typography instead of written language. Only relevant points which correctly answer the question should be credited.

AO2 – For the essay question, candidates are expected to compare the unseen product with the set product in order to make judgements and draw conclusions. It is acceptable to conclude that the representations are either similar or different, provided judgements are based on, and justified through, analysis of the products.

There must be evidence of comparison for band 3 upwards.

The essay question is expected to be a sustained response with an appropriate essay structure. Responses which bullet point or list comparisons are likely to be self-penalising.

For section B, the candidate must take note of whether the question has an *audience* or *industry* focus and examiners should ensure when awarding marks, that the candidate has clearly understood the focus of the question and applied relevant knowledge and understanding.

The Amplified Assessment Grids amplify five bands. The mark scheme for some questions may have fewer bands, usually four, depending on the tariff of the question. If a question is assessed across fewer bands, assessment should consider the amplification that is aligned to the descriptors in the mark scheme.

A four-band mark scheme is likely to consolidate Band 1 and Band 2, with Bands 3, 4 and 5 remaining the same.

Section A: Media Language

	AO2 1a Analyse media products using the theoretical framework of media	
	Mark grid descriptors	Amplified Assessment Grid
Band 5	- Excellent, detailed analysis of the use of media language - Consistent focus on specific elements of media language	- Likely to focus on prescribed Media Language element in a highly detailed and analytical way throughout the response - Strong, consistent focus on connotations throughout - Thorough textual analysis; likely to discuss multiple elements in detail - There are likely to be succinct links between well-chosen examples and their intended connotation - Learners will confidently explain media language choices, possibly supporting points with links to wider aspects such as audience/political leaning/genre convention, depending on the focus of the question - Consistent and accurate use of a range of appropriate subject specific terminology
Band 4	- Good, reasonably detailed analysis of the use of media language - Focus on specific elements of media language	- Likely to focus on the prescribed Media Language element in a focused way with reasonably detailed analysis throughout - Good, clear focus on connotations, without description. - There are likely to be clear links between appropriate examples and their intended connotation - May begin to make connections to wider aspects such as audience/political leaning/genre, depending on the focus of the question. - Accurate and appropriate use of subject specific terminology
Band 3	- Satisfactory analysis of the use of media language - General focus on specific elements of media language with lapses into description	- Likely to focus on the prescribed Media Language element in a straightforward way with some analysis of obvious aspects of the product - Clear attempt to explore connotations and meanings behind the media language but may lack specific detail - May lapse into description at times - Use of subject specific terminology is sound and generally appropriate, but may be more inconsistent

Eduqas GCSE Media Studies Component 1
Amplified Assessment Grid

Band 2	• Basic analysis of the use of media language • Limited focus on specific elements of media language with a tendency to describe	• Likely to have some focus on the prescribed Media Language element with some basic analysis • Basic comments which are likely to be undeveloped • Learners may describe or identify features of the media product • Limited attempts to explain meaning/connotation • There may be some factual inaccuracy or misunderstanding • Some basic subject specific terminology may begin to emerge
Band 1	• Minimal, if any, analysis of the use of media language • Brief and descriptive	• Minimal and brief, or possibly incomplete • Likely to describe or identify few or just one feature of the media product • There may be no attempt to analyse connotations of the features identified • Unlikely to incorporate accurate or relevant subject specific terminology.

Section A: Representation

	AO1 2a and 2b	
	Demonstrate knowledge and understanding of contexts of media and their influence on media products and processes	
	Mark grid descriptors	Amplified Assessment Grid
Band 5	- Excellent, detailed and accurate knowledge and understanding of the influence set context on the set product - Highly appropriate reference to set product to support points	- Thorough and consistent approach to exploring specific contexts - Confident ability to link the set product to the contexts which informed its production - May discuss several different aspects of context, possibly exploring wider links to representations, themes, values, messages and viewpoints - Likely to demonstrate an excellent awareness of how contexts can <i>influence</i> media products/industries
Band 4	- Good, accurate knowledge and understanding of the influence set context on the set product - Appropriate reference to set product to support points	- Secure/clear/accurate understanding of contexts in relation to the set media product - Good supporting evidence from the media product to support the contextual aspects identified - May make reference to several aspects of context linking each one to the media product - Likely to demonstrate a secure understanding of how the product is influenced by context
Band 3	- Satisfactory, generally accurate knowledge and understanding of the influence set context on the set product - Some reference to set product to support points, though this is likely to be undeveloped	- Satisfactory, general understanding of at least one aspect of context - Attempts to support points with reference to the set product, but this may be more general in approach - May demonstrate some understanding of how a product is <i>influenced</i> by its context, but may lapse into description

Eduqas GCSE Media Studies Component 1
Amplified Assessment Grid

Band 2	• Basic knowledge of set context and basic, if any, understanding of the influence set context on the set product • Reference to set product to support points is limited	• Learners may focus on one simple aspect of context in a basic way, or with some inaccuracies • May demonstrate some misunderstanding when trying to pinpoint specific/relevant contexts • Response may lack clarity or focus • May struggle to explain how context is evident in the set product, or may describe aspects of the relevant context
Band 1	• Minimal knowledge of the set context • Minimal, if any, reference to set product to support points and the response is brief or incomplete	• The response may be brief or irrelevant, with minimal understanding of context • There may be a tendency to focus more on textual analysis or description • Very brief or minimal reference to context • There may be very little reference to the set product to support points

	AO2 1a and 1b Analyse media products using the theoretical framework of media, including in relation to their contexts, to make judgements and draw conclusions	
	Mark grid descriptors	Amplified Assessment Grid
Band 5	- Excellent, detailed analysis of the set and unseen media products, which engages fully with complex aspects of the representations - Excellent, detailed and appropriate comparisons between the set and unseen media products - Excellent, consistent use of the theoretical framework (representation) and consistently appropriate use of subject specific terminology, including possible reference to relevant theoretical perspectives - Excellent, well-reasoned judgements and conclusions regarding how far the representation is similar and different	- Excellent, detailed and analytical discussion about how representations have been constructed in both texts including how they are similar or different - Likely to offer perceptive and insightful considerations about the factors that may have influenced construction of the representations, such as wider contexts/industry/audience factors or ideological messages - May discuss less typical or unconventional aspects of representations - Strong, consistent focus on comparison throughout - Thorough textual analysis, zooming in on well-chosen aspects of media language effectively to support comparisons - Theorists may be applied to illuminate the discussion and draw detailed comparisons (but this is not required) - Subject specific terminology is used to analyse and explain points with confidence - Develops a sustained line of reasoning - Coherent, relevant, substantiated and logically structured argument - Full engaged with the 'how far' aspects of the question, offering confident conclusions about how the texts are similar and/or different
Band 4	- Good, reasonably detailed analysis of the set and unseen media products, which engages in places with complex aspects of the representations - Good, reasonably detailed and appropriate comparisons between the set and unseen media products - Good, secure use of the theoretical framework (representation) and	- Likely to explore representations in a focused way with reasonably detailed analysis throughout the response - Good, secure response with thoughtful ideas emerging - The learner may start to explore <i>why</i> the producer has made specific choices when constructing representations - May begin to make connections to wider aspects such as genre/audience/industry/contexts to begin to explore more complex aspects of representations - Comparisons will be detailed, well-supported with evidence, and be quite even in approach across both texts

	appropriate use of subject specific terminology • Good, reasoned judgements and conclusions regarding how far the representation is similar and different	• Theorists may be applied to draw thoughtful comparisons (but this is not required) • Subject specific terminology is appropriately and accurately applied. • Good engagement with the 'how far' aspect of the question, demonstrating a clear attempt to construct a line of reasoning, with reasonable conclusions/judgements
Band 3	• Satisfactory analysis of the set and unseen media products, although the focus is likely to be on obvious aspects of the representations and there may be lapses into description • Satisfactory comparisons between the set and unseen media products, although there may be more focus on one of the products • Satisfactory use of the theoretical framework (representation) and generally appropriate subject specific terminology • Satisfactory, generally reasoned judgements and conclusions regarding how far the representation is similar and different	• Likely to explore representations in a generally focused and satisfactory way making sound points which are relevant to the question • Likely to identify straightforward or obvious aspects of representations • Generally clear and logical analysis with satisfactory links to the media products • May lapse into description at times • May lack discussion about <i>why</i> the products have been constructed in a specific way • Clear comparison between both products, but it may be uneven in approach • The structure of the response is likely to be generally clear and ordered, with some attempt to make general or obvious conclusions about the similarities/differences between the texts • Use of subject specific terminology is sound and generally appropriate • Some engagement with the 'how far' aspect of the question, demonstrating generally relevant conclusions/judgements
Band 2	• Basic analysis, although there will be a tendency to describe • Basic comparisons may be made, although the response is likely to focus mainly on one of the products • Basic use of the theoretical framework (representation) and basic subject specific terminology, although this is	• Likely to explore representations in a way which is basic but still largely relevant to the question • Likely to be descriptive and undeveloped • May include a basic grasp of aspects of representation, with some reference to the products to support • May offer general, unsupported comments, or include limited textual analysis to support points • Basic comparisons between texts, which may be focused mainly on one text

	likely to lack relevance, clarity and accuracy • Basic judgements and conclusions, which may not be reasoned, regarding how far the representation is similar and different	• Some subject specific terminology is beginning to emerge • Likely to be narrow in focus or repetitive • Partial or no engagement with the 'how far' part of the question • May struggle to draw conclusions
Band 1	• Minimal, if any, analysis of either the set product or the unseen product - the response is descriptive • Minimal, if any, comparisons are made and the response is likely to focus only on one product • Minimal, if any, use of the theoretical framework (representation) and subject specific terminology, with significant inaccuracies, irrelevance and lack of clarity • Lacks judgements and conclusions regarding how far the representation is similar and different	• Minimal engagement with representations. May include inaccuracies or misunderstanding • Brief, or possibly incomplete • Likely to identify aspects of the text; descriptive • Little to no comparison – possibly only discusses one text • Unlikely to incorporate relevant subject specific terminology • Unlikely to offer judgements or conclusions when comparing the representations

Section B: Industry/Audiences

	AO1 1a and 1b	
	Demonstrate knowledge and understanding of the theoretical framework of media	
	Mark grid descriptors	Amplified Assessment Grid
Band 5	- Excellent, detailed and accurate knowledge and understanding of area of theoretical framework - Excellent, thorough reference to the set product to support points - Highly appropriate use of subject specific terminology	- Excellent, focused response, which may engage with more complex aspects of the theoretical framework - Confident and detailed knowledge and understanding of either audience or media industries - Well-chosen and detailed application of set product to support points - High level of accuracy - Theory (where required) may be used to structure a series of detailed points, showing excellent knowledge and understanding - Highly appropriate and consistent use of subject specific terminology (Where relevant) may confidently draw together knowledge and understanding of other aspects of theoretical framework and/or media contexts
Band 4	- Good, accurate knowledge and understanding of area of theoretical framework - Good, secure reference to the set product to support points - Appropriate use of subject specific terminology	- Good, reasoned response which may engage in places with more complex aspects of the theoretical framework - Good, reasonably detailed knowledge/understanding of either audience or media industries - Supports points with relevant references to the set product - Good level of accuracy - Learners may reference appropriate or named theories with the relevant terminology, to make relevant points - Appropriate and accurate use of subject specific terminology (Where relevant) may begin to draw together other areas of theoretical framework

Band 3	• Satisfactory, generally accurate knowledge and understanding of area of theoretical framework although this is likely to be less developed • Satisfactory, generally appropriate reference to the set product to support points • Generally appropriate use of subject specific terminology	• Relevant response which answers the question but may lack development • Straightforward understanding of either audience or either audience or media industries • Clear reference to an aspect of the set product to support the points made, but references will be undeveloped • Reasonable level of accuracy • Mostly appropriate use of subject specific terminology • May make simple reference to an appropriate or named theory (if required)
Band 2	• Basic knowledge area of theoretical framework, with little understanding • Basic reference to the set product to support points • Basic use of subject specific terminology	• Basic or undeveloped response which may struggle to focus on the specified area of audience/industry • Learner will refer to the set product, but this may be simple or basic in approach • May download/recall aspects from the set product with limited focus on the question • Media terminology may be used, with some inaccuracies or basic understanding • If named theories are required, the learner is unlikely to reference these or may demonstrate inaccuracies
Band 1	• Minimal knowledge of area of theoretical framework • Minimal, if any, reference to the set product to support points • Minimal, if any, use of subject specific terminology	• Will show minimal knowledge of audience of media industries • May misunderstand of question/lack clarity/lack focus on the specified area of audience/industry • May take a 'general knowledge' approach to the question • May lack reference to the set product to support points • May lack any appropriate media terminology