

## NOTICE TO CENTRES

FAO: All Media Studies teachers  
Date: April 2009  
Subject: AS/A Level Media Studies (H140/H540)

### REVISIONS TO MARKING CRITERIA FOR COURSEWORK UNITS G321 AND G324

#### REVISED VERSION OF SPECIFICATION (V3) RELEASED

Amendments have been made to the marking criteria for Research & Planning and Evaluation for G321 and G324.

References to ICT in the criteria for Research and Planning have been removed from G321 as these are not relevant at AS Level.

The marking criteria for the Evaluations for G321 and G324 are now in the correct sections. A transposition error had seen the A2 Evaluation marking criteria printed in the AS section and vice versa.

The evaluation questions are unchanged – 7 questions at AS Level and 4 questions at A2.

Other minor changes have also been made to the wording of the specification for Units G321 and G324. All changes are highlighted by sidelines.

The correct version of the specifications is now Version 3, dated April 2009. It is essential that centres use the correct version of the specifications when preparing for and carrying out assessment. The updated marking criteria for G321 are enclosed in Appendix 1 and G324 in Appendix 2 following this Notice.

The final accredited version of the GCE specification for first teaching in September 2008 can be downloaded from [www.ocr.org.uk](http://www.ocr.org.uk) (navigate to Qualifications/By Type/AS/A Level GCE (for first teaching in 2008)/Media Studies).

Any enquiry about this notice should be referred to the OCR Customer Contact Centre, (01223 553998), OCR, 1 Hills Road, Cambridge, CB1 2EU.

# **NOTICE TO CENTRES** *continued*

## Appendix 1: Updated Marking Criteria Unit G321 – Foundation Portfolio in Media

### Marking Criteria for the presentation of the research and planning

Research and Planning may be presented in electronic format, but can take the form of a folder or scrapbook at this level. Where candidates have worked as a group, this may be presented collectively, but teachers are asked to differentiate the contributions of individuals within the group in arriving at a mark and justifying individual marks on the assessment sheet. As part of the moderation sample, the moderator will expect to see research/planning evidence.

#### **Level 1**

**0–7 marks**

- There is minimal research into similar products and a potential target audience.
- There is minimal organisation of actors, locations, costumes or props.
- There is minimal work on shot lists, layouts, drafting, scripting or storyboarding.
- There is minimal care in the presentation of the research and planning
- Time management may be very poor.

#### **Level 2**

**8–11 marks**

- There is basic research into similar products and a potential target audience.
- There is basic organisation of actors, locations, costumes or props.
- There is basic work on shot lists, layouts, drafting, scripting or storyboarding.
- There is a basic level of care in the presentation of the research and planning
- Time management may not be good.

#### **Level 3**

**12–15 marks**

- There is proficient research into similar products and a potential target audience.
- There is proficient organisation of actors, locations, costumes or props.
- There is proficient work on shot lists, layouts, drafting, scripting or storyboarding.
- There is a good level of care in the presentation of the research and planning
- Time management is good.

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## Level 4

16–20 marks

- There is excellent research into similar products and a potential target audience.
- There is excellent organisation of actors, locations, costumes or props.
- There is excellent work on shot lists, layouts, drafting, scripting or storyboarding.
- There is an excellent level of care in the presentation of the research and planning
- Time management is excellent.

## Marking Criteria for the Evaluation

Candidates will evaluate their work electronically. This MUST contain an element of audience feedback and may be either integrated with the presentation of the research and planning material or may be presented separately. Where candidates have worked in a group, the evaluation may be presented individually or collectively but the teacher must allocate a mark according to the contribution/level of understanding demonstrated by the individual candidate.

The questions that must be addressed in the evaluation are:

- In what ways does your media product use, develop or challenge forms and conventions of real media products?
- How does your media product represent particular social groups?
- What kind of media institution might distribute your media product and why?
- Who would be the audience for your media product?
- How did you attract/address your audience?
- What have you learnt about technologies from the process of constructing this product?
- Looking back at your preliminary task, what do you feel you have learnt in the progression from it to the full product?

Ideas for the format for the presentation of the evaluation can be found in the Guidance Notes.

## Level 1

0–7 marks

- Minimal understanding of issues around audience, institution, technology, representation, forms and conventions in relation to production.
- Minimal ability to refer to the choices made and outcomes.

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- Minimal understanding of their development from preliminary to full task.
- Minimal ability to communicate.
- Minimal skill in the use of digital technology or ICT in the evaluation.

## **Level 2**

**8–11 marks**

- Basic understanding of issues around audience, institution, technology, representation, forms and conventions in relation to production.
- Basic ability to refer to the choices made and outcomes.
- Basic understanding of their development from preliminary to full task.
- Basic ability to communicate.
- Basic skill in the use of digital technology or ICT in the evaluation

## **Level 3**

**12–15 marks**

- Proficient understanding of issues around audience, institution, technology, representation, forms and conventions in relation to production.
- Proficient ability to refer to the choices made and outcomes.
- Proficient understanding of their development from preliminary to full task.
- Proficient ability to communicate.
- Proficient skill in the use of digital technology or ICT in the evaluation

## **Level 4**

**16–20 marks**

- Excellent understanding of issues around audience, institution, technology, representation, forms and conventions in relation to production.
- Excellent ability to refer to the choices made and outcomes.
- Excellent understanding of their development from preliminary to full task.
- Excellent ability to communicate.
- Excellent skill in the use of digital technology or ICT in the evaluation

## Appendix 2: Updated Marking Criteria Unit G324 – Advanced Portfolio in Media

### Marking Criteria for Evaluation

Each candidate will evaluate and reflect on the creative process and their experience of it. Candidates will evaluate their work electronically. The format of the evaluation has some flexibility and its form can be negotiated between teacher and student: it may take place with individual candidates or with the production group as a whole, or each individual candidate or production group may make a formal or informal presentation to the whole class.

The questions that must be addressed in the evaluation are:

- In what ways does your media product use, develop or challenge forms and conventions of real media products?
- How effective is the combination of your main product and ancillary texts?
- What have you learned from your audience feedback?
- How did you use new media technologies in the construction and research, planning and evaluation stages?

Ideas for the format for the presentation of the evaluation can be found in the Guidance Notes.

#### **Level 1**

**0–7 marks**

- There is minimal understanding of the forms and conventions used in the productions.
- There is minimal understanding of the role and use of new media in various stages of the production.
- There is minimal understanding of the combination of main product and ancillary texts.
- There is minimal understanding of the significance of audience feedback.
- There is minimal skill in choice of form in which to present the evaluation.
- There is minimal ability to communicate.
- There is minimal use of digital technology or ICT in the evaluation.

#### **Level 2**

**8–11 marks**

- There is basic understanding of the forms and conventions used in the productions.
- There is basic understanding of the role and use of new media in various stages of the production.
- There is basic understanding of the combination of main product and ancillary texts.

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- There is basic understanding of the significance of audience feedback.
- There is basic skill in choice of form in which to present the evaluation.
- There is basic ability to communicate.
- There is basic use of digital technology or ICT in the evaluation.

## **Level 3**

**12–15 marks**

- There is proficient understanding of the forms and conventions used in the productions.
- There is proficient understanding of the role and use of new media in various stages of the production.
- There is proficient understanding of the combination of main product and ancillary texts.
- There is proficient understanding of the significance of audience feedback.
- There is proficient skill in choice of form in which to present the evaluation.
- There is proficient ability to communicate.
- There is proficient use of digital technology or ICT in the evaluation.

## **Level 4**

**16–20 marks**

- There is excellent understanding of the forms and conventions used in the productions.
- There is excellent understanding of the role and use of new media in various stages of the production.
- There is excellent understanding of the combination of main product and ancillary texts.
- There is excellent understanding of the significance of audience feedback.
- There is excellent skill in choice of form in which to present the evaluation.
- There is excellent ability to communicate.
- There is excellent use of digital technology or ICT in the evaluation.