

Appendix C: Sample Marking Criteria for Unit G324: Advanced Portfolio in Media

Research and Planning must be presented in electronic format. Where candidates have worked as a group, the research 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 request some research/planning material.

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 shotlists, layouts, drafting, scripting or storyboarding.
- Time management may be very poor.
- There is minimal care in the presentation of the research and planning.
- There is minimal skill in the use of digital technology or ICT in the presentation.
- There are minimal communication skills.

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 shotlists, layouts, drafting, scripting or storyboarding.
- Time management may not be good.
- There is a basic level of care in the presentation of the research and planning.
- There is basic skill in the use of digital technology or ICT in the presentation.
- There are basic communication skills.

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 shotlists, layouts, drafting, scripting or storyboarding.

- Time management is good.
- There is a good level of care in the presentation of the research and planning.
- There is proficient skill in the use of digital technology or ICT in the presentation.
- There are proficient communication skills.

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 shotlists, layouts, drafting, scripting or storyboarding.
- Time management is excellent.
- There is an excellent level of care in the presentation of the research and planning.
- There is excellent skill in the use of digital technology or ICT in the presentation.
- There are excellent communication skills.

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.
- 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.

Marking Criteria for the Media Text

In this piece of work, in terms of production 40 marks will be allocated to the main task and 10 marks each for the two ancillary tasks. In arriving at these marks, centres should use the relevant markscheme below for whichever media is being assessed. Within the section of the main task, centres should consider the relationship between the tasks and ensure that a sense of brand identity across the package is evident. This should be taken into account at this stage.

Where candidates have worked in groups, the teacher is asked to indicate clearly on the mark sheets any differences in the contributions made by each individual to the group's work. The teacher should also make clear on the mark sheet the quality of the brand identity across the package as a whole.

In arriving at a level, teachers are advised to adopt a 'best fit' approach.

	Main Task	Subsidiary Task
Level One	0 – 14 marks	0 – 3 marks
Level Two	15 – 23 marks	4 – 6 marks
Level Three	24 – 31 marks	7 – 8 marks
Level Four	32 – 40 marks	9 – 10 marks

Film/Television/Video

Level 1

Work likely to be unfinished.

There is evidence of minimal ability in the creative use of any of the following technical skills:

- the ability to hold a shot steady;
- framing a shot appropriately;
- using a variety of shot distances as appropriate;
- shooting material appropriate to the task set;
- selecting mise-en-scène;
- editing so that meaning is apparent to the viewer;
- using varied shot transitions, captions and other effects selectively and appropriately;
- using sound with images and editing appropriately.

Where a candidate has worked in a group, there is only minimal evidence of a contribution to construction.

Level 2

There is evidence of a basic level of ability in the creative use of some of the following technical skills:

- holding a shot steady, where appropriate;
- framing a shot, including and excluding elements as appropriate;
- using a variety of shot distances as appropriate;
- shooting material appropriate to the task set;
- selecting mise-en-scène including colour, figure, lighting, objects and setting;
- editing so that meaning is apparent to the viewer;
- using varied shot transitions, captions and other effects selectively and appropriately for the task set;
- using sound with images and editing appropriately for the task set.

Where a candidate has worked in a group, a basic contribution to construction is evident.

Level 3

The candidate is expected to demonstrate proficiency in the creative use of most of the following technical skills:

- holding a shot steady, where appropriate;
- framing a shot, including and excluding elements as appropriate;
- using a variety of shot distances as appropriate;
- shooting material appropriate to the task set;
- selecting mise-en-scène including colour, figure, lighting, objects and setting;
- editing so that meaning is apparent to the viewer;
- using varied shot transitions, captions and other effects selectively and appropriately for the task set;
- using sound with images and editing appropriately for the task set.

Where a candidate has worked in a group, a proficient contribution to construction is evident.

Level 4

The candidate is expected to demonstrate excellence in the creative use of most of the following technical skills:

- holding a shot steady, where appropriate;
- framing a shot, including and excluding elements as appropriate;
- using a variety of shot distances as appropriate;
- shooting material appropriate to the task set;
- selecting mise-en-scène including colour, figure, lighting, objects and setting;
- editing so that meaning is apparent to the viewer;
- using varied shot transitions, captions and other effects selectively and appropriately;
- using sound with images and editing appropriately for the task.

Where a candidate has worked in a group, an excellent contribution to construction is evident.

Print

Level 1

Work is likely to be unfinished.

There is evidence of minimal ability in the creative use of any of the following technical skills:

- the appropriate use of IT for the task set;
- understanding of conventions of layout and page design;
- awareness of the need for variety in fonts and text size;
- accurate use of language and register;
- appropriate integration of illustration and text;
- framing a shot, including and excluding elements as appropriate;
- using a variety of shot distances as appropriate;
- shooting material appropriate to the task set;
- selecting mise-en-scène including colour, figure, lighting, objects and setting;
- manipulating photographs as appropriate to the context for presentation.

Where a candidate has worked in a group, there is only minimal evidence of a contribution to construction.

Level 2

There is evidence of basic ability in the creative use of some of the following technical skills:

- the appropriate use of IT for the task set;
- understanding of conventions of layout and page design;
- awareness of the need for variety in fonts and text size;
- accurate use of language and register;
- appropriate integration of illustration and text;
- framing a shot, including and excluding elements as appropriate;
- using a variety of shot distances as appropriate;
- shooting material appropriate to the task set;
- selecting mise-en-scène including colour, figure, lighting, objects and setting;

- manipulating photographs as appropriate to the context for presentation, including within text, within particular IT programmes, cropping and resizing;
- using sound with images and editing appropriately for the task set.

Where a candidate has worked in a group, a basic contribution to construction is evident.

Level 3

The candidate is expected to demonstrate proficiency in the creative use of most of the following technical skills:

- use IT appropriately for the task set;
- show understanding of conventions of layout and page design;
- show awareness of the need for variety in fonts and text size;
- accurate use of language and register;
- appropriately integrating illustration and text;
- framing a shot, including and excluding elements as appropriate;
- using a variety of shot distances as appropriate;
- shooting material appropriate to the task set;
- selecting mise-en-scène including colour, figure, lighting, objects and setting;
- manipulating photographs as appropriate to the context for presentation, including within text, within particular IT programmes, cropping and resizing.

Where a candidate has worked in a group, a proficient contribution to construction is evident.

Level 4

The candidate is expected to demonstrate excellence in the creative use of most of the following technical skills:

- using IT appropriately for the task set;
- showing understanding of conventions of layout and page design;
- showing awareness of the need for variety in fonts and text size;
- accurate use of language and register;
- appropriately integrating illustration and text;
- framing a shot, including and excluding elements as appropriate;

- using a variety of shot distances as appropriate;
- shooting material appropriate to the task set;
- selecting mise-en-scène including colour, figure, lighting, objects and setting;
- manipulating photographs as appropriate to the context for presentation, including within text, within particular IT programmes, cropping and resizing.

Where a candidate has worked in a group, an excellent contribution to construction is evident.

Radio

Level 1

Work is likely to be unfinished.

There is evidence of minimal ability in the creative use of any of the following technical skills:

- use of microphone(s) to record voice(s) clearly in studio/confined setting;
- use of microphone to record voice(s) clearly in location/outdoor interviews/presentations;
- appropriate use of scripted material;
- appropriate use of non-scripted material;
- use of editing equipment (digital or linear) and/or mixing equipment to mix sounds appropriately;
- use of editing equipment (digital or linear) to create continuity and meaning;
- use of sound effects, where appropriate;
- use of appropriate location sounds;
- appropriate use of music.

Where a candidate has worked in a group, there is only minimal evidence of a contribution to construction.

Level 2

There is evidence of basic ability in the creative use of some of the following technical skills:

- use of microphone(s) to record voice(s) clearly in studio/confined setting;
- use of microphone to record voice(s) clearly in location/outdoor interviews/presentations;
- appropriate use of scripted material;

- appropriate use of non-scripted material;
- use of editing equipment (digital or linear) and/or mixing equipment to mix sounds appropriately;
- use of editing equipment (digital or linear) to create continuity and meaning;
- use of sound effects, where appropriate;
- use of appropriate location sounds;
- appropriate use of music.

Where a candidate has worked in a group, a basic contribution to construction is evident.

Level 3

The candidate is expected to demonstrate proficiency in the creative use of most of the following technical skills:

- use of microphone(s) to record voice(s) clearly in studio/confined setting;
- use of microphone to record voice(s) clearly in location/outdoor interviews/presentations;
- appropriate use of scripted material;
- appropriate use of non-scripted material;
- use of editing equipment (digital or linear) and/or mixing equipment to mix sounds appropriately;
- use of editing equipment (digital or linear) to create continuity and meaning;
- use of sound effects, where appropriate;
- use of appropriate location sounds;
- appropriate use of music.

Where a candidate has worked in a group, a proficient contribution to construction is evident.

Level 4

The candidate is expected to demonstrate excellence in the creative use of most of the following technical skills:

- recording material appropriate to the task set;
- using a microphone and/or mixing equipment to ensure sound is appropriate for the task set;
- editing and sequencing material so that it communicates meaning to the listener;
- using generic conventions effectively.

Where a candidate has worked in a group, an excellent contribution to construction is evident.

Website / New Media

Level 1

Work is likely to be unfinished.

There is evidence of minimal ability in the creative use of any of the following technical skills:

- combining some or all of images, text, sound and video as appropriate for the task set;
- using ICT effectively to facilitate the combination of such material;
- producing material so that it communicates clearly to the 'reader';
- using the conventions of web publishing to enable the 'reader' to navigate the material appropriately.

Where a candidate has worked in a group, there is only minimal evidence of a contribution to construction.

Level 2

There is evidence of basic ability in the creative use of some of the following technical skills:

- combining some or all of images, text, sound and video as appropriate for the task set;
- using ICT effectively to facilitate the combination of such material;
- producing material so that it communicates clearly to the 'reader';
- using the conventions of web publishing to enable the 'reader' to navigate the material appropriately.

Where a candidate has worked in a group, a basic contribution to construction is evident.

Level 3

The candidate is expected to demonstrate proficiency in the creative use of most of the following technical skills:

- combining some or all of images, text, sound and video as appropriate for the task set;
- using ICT effectively to facilitate the combination of such material;
- producing material so that it communicates clearly to the 'reader';
- using the conventions of web publishing to enable the 'reader' to navigate the material appropriately.

Where a candidate has worked in a group, a proficient contribution to construction is evident.

Level 4

The candidate is expected to demonstrate excellence in the creative use of most of the following technical skills:

- combining some or all of images, text, sound and video as appropriate for the task set;
- using ICT effectively to facilitate the combination of such material;
- producing material so that it communicates clearly to the 'reader';
- using the conventions of web publishing to enable the 'reader' to navigate the material appropriately.

Where a candidate has worked in a group, an excellent contribution to construction is evident.