

# Year 11-12 Transition Summer Task for Media Studies

*In 2015, the Media is everywhere; in our homes, on our computer screens, on and phones and, recently, it's appeared on our wrists. Half-a-century ago we had TV, film and many written forms of media (like newspapers and magazines). But in the Digital Age, it's impossible to tell the difference between one type of medium and another – what is 'television' now, in an age where we can watch anything, anywhere, anytime?*

## The summer task for Media Studies is to answer the question: 'Why study the Media?'

Your response should be in the form of an essay of approximately 750 words. You should refer to:

- Examples of media e.g. TV/the Internet/newspapers etc.
- Specific examples of media texts e.g. TV programmes/websites/films etc.
- Facts/statistics about the Media to back up your points
- Examples of events/news stories linked to the Media
- The views of important people who comment on the media about this subject

You can consider:

- The impact of the Media on young people
- The effect of too much Media on skills like communication and socialisation
- What it was like in the past and what it might be like in the future

You need to:

- Write in a coherent and structured way
- Use Standard English appropriately
- Use technical terms about the Media correctly
- Write factually and accurately, backing up your points with well-references sources
- Include a bibliography

You will be marked like this:

**Media Studies - MARK SCHEME FOR ASSESSED ESSAYS**

| Level   | Grade      | Level  | Grade      |
|---|------------|--|------------|
| <b>Level 4</b><br><b>Explanation/analysis/argument (16-20 marks)</b><br>The answer offers a clear, fluent balance of media theories and knowledge of industries and texts and informed personal engagement with issues and debates.<br><b>Use of examples (16-20 marks)</b><br>Examples of theories, texts and industry knowledge are clearly connected together in the answer<br><b>Use of terminology (8-10 marks)</b><br>Throughout the answer, material presented is informed by relevant media theory and the command of the appropriate conceptual and theoretical language is excellent.   | <b>A</b>   | <b>Level 2</b><br><b>Explanation/analysis/argument (8-11 marks)</b><br>A partially coherent, basic argument is presented.<br><b>Use of examples (8-11 marks)</b><br>The answer offers some examples of theories, industry knowledge and/or texts and debates, with some basic evidence of an attempt to connect these elements.<br><b>Use of terminology (4-5 marks)</b><br>Some of the material presented is informed by relevant media theory, articulated through a basic use of theoretical terms. | <b>D/E</b> |
| <b>Level 3</b><br><b>Explanation/analysis/argument (12-15 marks)</b><br>The answer offers a sensible, mostly clear balance of media theories and knowledge of industries and texts, with a proficient attempt at personally engaging with issues and debates.<br><b>Use of examples (12-15 marks)</b><br>Examples of theories, texts and industry knowledge are connected together in places, and a clear argument is proficiently developed in response to the question.<br><b>Use of terminology (6-7 marks)</b><br>Material presented is mostly informed by relevant media theory, articulated through use of appropriate theoretical terms. | <b>B/C</b> | <b>Level 1</b><br><b>Explanation/analysis/argument (0-7 marks)</b><br>Personal engagement with the topic is either absent or implicit and there may be inaccuracy or a lack of conviction in presenting the response.<br><b>Use of examples (0-7 marks)</b><br>A narrow range of examples related to texts, industries or audiences is offered.<br><b>Use of terminology (0-3 marks)</b><br>Theoretical terms are either absent or articulated to a minimal degree.                                    | <b>U</b>   |