

Reepham High School and College – Media Department: GCSE Attainment Ladder

Grade	AO1 - Remember, choose and explain knowledge and understanding of media products and the situation (contexts) in which they are produced and consumed (exam only).	AO2 – Analyse and respond to media texts/topics using media key concepts and appropriate terminology (exam and controlled assessment).	AO3 – Demonstrate research, planning and presentational skills (exam and controlled assessment).	AO4 – Construct and evaluate own products using creative and technical skills (controlled assessment only).
A*	Candidates can independently. . . Recall a wide range of terminology, theories and examples and present them selectively, with confident use of media language to describe and demonstrate. Present understanding of media concepts in fine detail, able to explain how texts challenge or reinforce typical elements within each concept (e.g. representation). Present and organise findings in an engaging and interesting way.	Candidates can independently. . . Use the media concepts of audience and organisations to discuss the texts under investigation in fine detail. Present findings in a way that engages a reader. Use sophisticated media terminology throughout responses. Create thoughtful links with a range of other related examples. Link texts to appropriate media theory throughout responses.	Candidates can independently. . . Include all ideas generated from research into plans for a production. Express all technical and research aspects using media language. Explore other examples within the chosen form/genre precisely with a developed link to appeal of audience and some theory. Establish a developed link between how the research has informed planning.	Candidates can independently. . . Creatively use the codes and conventions of the product revealed by research, developing them for effect. Engage an audience and control the narrative/meaning through thoughtful editing, so that they enjoy watching. Film and edit different material to a high technical standard. Evaluate products using media concepts of genre, audience and narrative, considering how they will be distributed.
A	Candidates can independently. . . Recall a wide range of terminology, theories and examples and present them selectively, with confident use of media language to describe and demonstrate. Present and organise findings in a fully accurate way.	Candidates can independently. . . Use the media concepts of audience and organisations to discuss the texts under investigation detail. Present findings in a well-constructed way. Use appropriate terminology in mostly throughout. Create links to a range of other	Candidates can independently. . . Include all ideas generated from research into plans for a production. Express all technical and research aspects using media language. Explore other examples within the chosen form/genre precisely.	Candidates can independently. . . Creatively use the codes and conventions of the product revealed by research, developing them for effect. Engage an audience and control the narrative/meaning through thoughtful editing, so that they enjoy watching. Film and edit different material

		appropriate examples. Use some media theory.		to a high technical standard. Evaluate products using media concepts of genre, audience and narrative, considering how they will be distributed.
B	Candidates can independently. . . Present and organise ideas effectively and accurately. Recall a good range of terminology, concepts and examples, using them with a good degree of selection. Make clear reference to the key media concepts as appropriate to the task, linking features of the text to them. Use relevant media language.	Candidates can independently. . . Explain in detail the symbolic and technical codes in a text and link the effects precisely to the concept of audience, including emerging use of some theory. Present findings in an appropriate and engaging way, with related examples included and compared. Create links to other appropriate examples. Use appropriate terminology with increasing frequency.	Candidates can independently. . . Present findings that fit the form and genre of the production, showing knowledge of audience that relates to theories and the way the industry categorises audience. Use evidence from a range of related products/research strategies and explore samples in convincing detail. Use media terminology often and in an appropriate way that makes sense.	Candidates can independently. . . Creatively use the codes and conventions of the chosen form and genre, found through research. Film and edit to a good standard, with care and thought about the ways audiences will engage with the product. Use ideas that relate to audience research. Evaluate with a good idea of how audiences will respond, and communicate simply about how the product will be distributed.
C	Candidates can independently. . . Present and organise ideas effectively and accurately. Recall a range of terminology, concepts and examples, using them with some degree of selection. Make clear reference to the key media concepts as appropriate to the task, linking features of the text to them. Use relevant media language.	Candidates can independently. . . Show an awareness of the target audience of the text under investigation and explain how it will use the text. Explain in detail the technical and symbolic codes used and the effect they will have. Use appropriate terminology in some areas of response. Create loose links to other related examples.	Candidates can independently. . . Create a range of planning and research with a growing sense of qualitative analysis of the audience, using industry categories. Draw clear links between related examples and audience. Use essential media terminology and relate ideas to media concepts.	Candidates can independently. . . Structure a piece of media which meets the codes and conventions of the genre/form. Edit in a way which matches research and interests an audience. Create a number of shots which are planned and executed with skill, editing them in a way that makes visual sense. Evaluate with simple awareness of who the product is aimed at.
D	Candidates can independently. . .	Candidates can independently. . .	Candidates can independently. . .	Candidates can independently. . .

	<p>Recall the key concepts in order to respond to the task, selected and applied in a way that shows understanding.</p> <p>Describe how the texts under investigation can be read using the key concepts, with some linking of features to the concepts.</p> <p>Organise and present effectively using suitable media language.</p>	<p>Present a detailed account of the technical and symbolic codes used in a text and show an awareness of possible effects.</p> <p>Present findings in a simple way, in an appropriate form, with related examples explored but not developed.</p> <p>Begin to use appropriate terminology but not clearly.</p>	<p>Create a range of planning and research documents that fit the requirements of the task, including quantitative audience research.</p> <p>Begin to draw simple comparisons between relevant examples of media texts.</p> <p>Show a simple understanding of codes and conventions, using an emerging range of technical terms.</p>	<p>Use some editing, and film material which is loosely suitable for the chosen form/genre.</p> <p>Show some technical aptitude in filming and editing, using a handful of different techniques.</p> <p>Show a very simple idea of who their audience is.</p> <p>Evaluate how typical their product is of the chosen form/genre and explain how it was created.</p>
E	<p>Candidates can independently. . .</p> <p>Recall the key concepts in order to respond to the task, selected and applied in a way that shows understanding.</p> <p>Describe how the texts under investigation can be read using the key concepts.</p> <p>Organise and present effectively using suitable media language.</p>	<p>Candidates can independently. . .</p> <p>Describe the story of a piece of moving image or list the features of a still image, using a handful of technical terms, and begin to commentate on the effects.</p> <p>Link ideas in the text to genre and form.</p>	<p>Candidates can independently. . .</p> <p>Create two pieces of planning or research that demonstrate what they will do.</p> <p>Begin to use some terminology to describe what they will do and why.</p>	<p>Candidates can independently. . .</p> <p>Produce a piece of media which may be edited without variety, possibly all in one or two shots.</p> <p>Create material that can be watched and understood.</p> <p>Clearly communicate the stages of production and explain choices made.</p>
F	<p>Candidates can independently. . .</p> <p>Loosely describe a concept or some features of a media text, using a handful of technical terms, without detail of the effects.</p> <p>Demonstrate limited recall of the key concepts and terminology, sometimes using them in an irrelevant manner.</p>	<p>Candidates can independently. . .</p> <p>Loosely describe the story of a piece of moving image or list the features of a still image, using a handful of technical terms, without detail of the effects.</p>	<p>Candidates can independently. . .</p> <p>Present an idea for a production in a simple way. Carry out a simple survey using own questionnaires and summarise results with statistics.</p> <p>Apply some ideas from research loosely to simple planning.</p>	<p>Candidates can independently. . .</p> <p>Operate a camera and record simple material. Edit out unusable material.</p> <p>Create material that loosely resembles the chosen target form/genre.</p> <p>Describe some of the production activities carried out and why.</p>
G	<p>Candidates can independently. . .</p>	<p>Candidates can independently. . .</p>	<p>Candidates can independently. . .</p>	<p>Candidates can independently. . .</p>

	<p>Loosely describe a concept or some features of a media text, using a handful of technical terms, without detail of the effects.</p> <p>Use their own terminology to describe the features, with occasional unplanned links to media language.</p>	<p>Loosely describe the story of a piece of moving image or list the features of a still image, without detail of the effects.</p>	<p>Present an idea for a production in a simple way. Carry out a survey using provided questionnaires and summarise results.</p>	<p>Operate a camera and record rudimentary filmed material including all mistakes by front-of-camera students.</p> <p>Say what went well and what could be done to improve productions.</p>
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