IQM3009

LEVEL 3 · CONTROLLED ASSESSMENT

INTO QUALIFICATIONS

Media Studies

Assessment 1: Research Task with Academic Discussion

Research task, question bank and academic discussion conditions

Duration
Approximately 2,000 words plus a short academic discussion

Total marks
100

Assessment window
Sample assessment

Assessment set
Set S of 2026

Audience
Students

Release timing
at coursework release

What you must complete

- The short academic discussion checks understanding and ownership. It cannot increase the written-task mark. If the discussion raises an authorship or understanding concern, the centre follows its approved academic-integrity policy; any cap or other consequence may be applied only where that policy expressly authorises it, with review and a recorded rationale.

Items to submit

- One individual written research task of approximately 2,000 words.
- One single-page academic poster summarising the written task.
- Completed common coursework cover sheet.

Sample assessment question examples

Q1 · Sample assessment question 1: Analyse how a chosen media text constructs representation through its selection and presentation of people or events. Use guide concepts such as stereotype, countertype, misrepresentation, under-representation or hegemony, and support each claim with precise evidence.

Q2 · Sample assessment question 2: Apply Todorov's narrative theory to analyse how a chosen media text establishes, disrupts and resolves (or withholds resolution from) an equilibrium. Support the analysis with specific textual evidence.

Q3 · Sample assessment question 3: Using Hall's reception theory, analyse how a chosen media text may invite preferred and oppositional readings. Distinguish theoretical readings from claims about actual audience responses; make empirical claims only when supported by appropriate reception evidence.

Q4 · Sample assessment question 4: Using Gauntlett's ideas about identity, analyse how a chosen media text presents identity as fluid, collective or assembled from multiple influences. Support each point with evidence from the selected case.

Q5 · Sample assessment question 5: Apply Van Zoonen's feminist theory to analyse how a chosen media text constructs gender, power and looking relations. Support claims with precise textual evidence and evaluate the limits of the interpretation.

Q6 · Sample assessment question 6: Using Neale's genre theory, analyse how a chosen media text uses repetition, difference or hybridity to meet or challenge genre expectations. Support claims with precise evidence.

Approval and submission rules

- This sample contains six authored question examples for review; they are not presented as previously IQ-issued. For a live assessment, use only the question selected and approved through the normal IQ assessment process. Centres must not create or substitute local questions for an issued assessment.
- Your teacher or supervisor must approve your case study and confirm that it addresses the question specified in the issued and approved assessment instance. Keep your title and analysis focused on that one case.
- Permitted materials: open-resource coursework using your approved IQ-issued question and case study, independently selected and checked sources, the required one-page poster and discussion notes. No live external assistance. Verify citations and references and acknowledge permitted AI use.
- The written task alone receives the mark out of 100. The poster and discussion are not separately marked and cannot increase the mark beyond what the written work justifies. Where understanding or authorship cannot be established, the centre follows its approved policy; a cap or other consequence applies only if that policy authorises it.

Academic discussion

- You will be asked structured questions about authorship, source use, theory choice, understanding, analysis and evaluative judgement. The discussion confirms your understanding of the submitted work; it does not test recall or presentation skill.
- A tutor and moderator together are preferred where possible. One-to-one delivery is permitted, with video recording used for moderation sampling.
- Accent, fluency, confidence and presentation style are not assessed. You may use discussion notes. No live external assistance is permitted. Permitted calculator: not applicable.

How your work is marked

Read across all five criteria. One holistic best-fit band and mark out of 100 is awarded for the written task. The poster and discussion are not separately marked and cannot increase that mark; they may inform authentication review and only a policy-authorised consequence.

Performance level	Mark range / anchors	Focus on the question and fulfilment of task	Accurate application of relevant theory	Quality of analysis and evaluative judgement	Use of evidence, sources, and referencing	Academic organisation and written expression
A*	80-100	• Responds to the question with outstanding precision and control throughout. The task is fully met and the line of argument is consistently focused, relevant, and sustained.	• Applies theory with excellent accuracy, insight, and discrimination. Theoretical concepts are selected and used with a high degree of relevance and control.	• Demonstrates sophisticated, perceptive analysis and highly effective evaluative judgement. Arguments are well reasoned, convincing, and critically aware throughout.	• Uses evidence and sources with excellent range, relevance, and control. References are integrated effectively and academic conventions are used accurately throughout.	• Writing is exceptionally clear, coherent, and well structured. Academic register is consistently appropriate, and terminology is used precisely and effectively throughout.
A	70-79	• Responds to the question very effectively and with clear control. The task is fully met with only minor lapses in precision or scope.	• Applies theory accurately and effectively. Theoretical concepts are clearly relevant and used with confidence.	• Demonstrates strong analysis and clear evaluative judgement. Arguments are well developed and supported, with clear critical awareness.	• Uses relevant evidence and sources very well. Referencing is clear and generally accurate, with only minor lapses.	• Writing is clear, well organised, and coherent. Academic register is appropriate and terminology is used accurately in most places.
B	60-69	• Responds well to the question and addresses the task securely. Focus is generally clear, though some points may be less fully developed or slightly uneven.	• Applies relevant theory competently and with generally secure understanding. Some aspects may be less precise or less fully integrated.	• Demonstrates sound analysis and relevant evaluation. Arguments are generally clear and reasoned, though not always fully developed.	• Uses relevant evidence and sources appropriately. Referencing is mostly accurate, though there may be some inconsistency or limited range.	• Writing is generally well organised and clear. Academic register is mostly appropriate, with some lapses in control, style, or terminology.
C	50-59	• Responds adequately to the question and meets the task in a satisfactory way. Focus is evident but may be uneven, with some descriptive or loosely relevant material.	• Applies theory in a basic but broadly relevant way. Understanding is sufficient, though there may be simplification, partial misunderstanding, or uneven relevance.	• Demonstrates some analysis and some evaluation. There is a reasonable attempt to make judgements, though these may be descriptive, asserted, or unevenly supported.	• Uses some relevant evidence and sources. Referencing is present but may be inconsistent, limited, or partly inaccurate.	• Writing is adequately organised and understandable. There is some appropriate academic style, though expression may be uneven or imprecise.
D	40-49	• Responds only partially to the question. The task is met in a limited way, with significant loss of focus, underdevelopment, or drift into description.	• Shows limited or insecure application of theory. Concepts may be partially understood, weakly connected to the task, or used inaccurately.	• Demonstrates limited analysis. Evaluation is weak, underdeveloped, or largely assertive.	• Uses limited evidence or weak source support. Referencing is incomplete, inconsistent, or frequently inaccurate.	• Writing shows limited organisation or clarity. Expression, structure, and terminology are often insecure or inconsistent.

Performance level	Mark range / anchors	Focus on the question and fulfilment of task	Accurate application of relevant theory	Quality of analysis and evaluative judgement	Use of evidence, sources, and referencing	Academic organisation and written expression
E	**30-39**	• Responds weakly to the question. The task is only minimally met and the response lacks clear direction or relevance.	• Shows very limited understanding of theory. Application is minimal, confused, or largely inappropriate.	• Demonstrates very little analysis or evaluation. Response is mainly descriptive or fragmented.	• Makes minimal use of evidence or sources. Referencing is very weak or largely absent.	• Writing is poorly organised and frequently unclear. Academic style is weak and terminology is used inaccurately or very minimally.
U	**0-29**	• Does not address the question adequately. The task is not met or is seriously misunderstood.				

GenAI conditions

Level 2 – AI Planning. AI may support brainstorming, outline development, question generation and orientation to sources you have already identified. Your final research task, poster and discussion responses must be your own work. Acknowledge permitted AI use.

- Permitted: brainstorming, developing an outline, generating questions and getting oriented to sources you have already identified.
- Not permitted: AI-generated analysis, evaluation, conclusions or submitted content; AI-selected sources; or unverified references.