Student Name: _____	**Class:** _____
Student ID: _____	**Date:** {{DATE}}

Assessment Details

Duration: 45 minutes	**Total Marks:** 100
Topics Covered:	• Main Characters • Plot Development • Themes • Genres • Impact of TV Programmes on Society

Instructions to Students:

1. Read all questions carefully before attempting.
2. Show all working out - marks are awarded for method.
3. Calculator use is permitted except where stated otherwise.
4. Write your answers in the spaces provided.
5. If you need more space, use the additional pages at the end.
6. Time management is crucial - allocate approximately 1 minute per mark.

Section A: Multiple Choice [20 marks]

Question 1 [2 marks]

What is the name of the main character in the TV programme "Stranger Things"?

A) Mike Wheeler	B) Eleven
C) Dustin Henderson	D) Lucas Sinclair

Question 2 [2 marks]

Which genre does the TV programme "The Walking Dead" belong to?

A) Science Fiction	B) Horror
C) Action	D) Drama

Question 3 [2 marks]

What is the primary plot device used in the TV programme "Breaking Bad"?

A) Character development	B) Plot twist
C) Flashback	D) Foreshadowing

Question 4 [2 marks]

Who is the main antagonist in the TV programme "The Vampire Diaries"?

A) Damon Salvatore	B) Stefan Salvatore
C) Klaus Mikaelson	D) Tyler Lockwood

Question 5 [2 marks]

What is the name of the TV programme that is set in the fictional town of Stars Hollow?

A) Gilmore Girls	B) The O.C.
C) Gossip Girl	D) Pretty Little Liars

Question 6 [2 marks]

Which TV programme is known for its complex characters and moral ambiguity?

A) Breaking Bad	B) The Sopranos
C) The Wire	D) Narcos

Question 7 [2 marks]

What is the name of the main character in the TV programme "The Big Bang Theory"?

A) Sheldon Cooper	B) Leonard Hofstadter
C) Howard Wolowitz	D) Raj Koothrappali

Question 8 [2 marks]

Which genre does the TV programme "The X-Files" belong to?

A) Science Fiction	B) Horror
C) Mystery	D) Drama

Question 9 [2 marks]

What is the primary theme of the TV programme "The Handmaid's Tale"?

A) Feminism	B) Politics
C) Religion	D) Social justice

Question 10 [2 marks]

Who is the creator of the TV programme "Stranger Things"?

A) The Duffer Brothers

B) J.J. Abrams

C) Ryan Murphy

D) Shonda Rhimes

Section B: Short Answer Questions [40 marks]

Question 11 [8 marks]

Analyze the theme of friendship in the TV programme "Friends". How does the show portray the importance of friendships in our lives?

Question 12 [8 marks]

Evaluate the impact of reality TV programmes on society. How do these programmes influence our perceptions of reality and relationships?

Question 13 [8 marks]

Discuss the representation of diversity in TV programmes. How do TV shows portray characters from different racial, ethnic, and socioeconomic backgrounds?

Question 14 [8 marks]

What is the significance of the TV programme "The Simpsons" in popular culture? How has it influenced our understanding of satire and social commentary?

Question 15

[8 marks]

Analyze the character development of the main protagonist in the TV programme "The Walking Dead". How does the character change throughout the series, and what themes does this development reveal about the show's message?

Section C: Essay Question [40 marks]

Question 16 [40 marks]

Choose a TV programme that you have studied in class and analyze the character development of the main protagonist. How does the character change throughout the series, and what themes does this development reveal about the show's message? Use evidence from the TV programme to support your analysis.

Marking Guide

The marking guide will be based on clear rubrics that assess students' knowledge, analysis, and evaluation skills. The rubrics will be designed to align with the learning objectives and will provide teachers with a comprehensive understanding of students' strengths and weaknesses.

Multiple Choice Questions: 1 point each	**Short Answer Questions:** 4 points each (2 points for content, 1 point for analysis, 1 point for evaluation)
Essay Question: 20 points (10 points for content, 5 points for analysis, 3 points for evaluation, 2 points for writing quality)	

Implementation Guidelines

The assessment will be administered in a 45-minute class period. Teachers should allocate 5 minutes for instructions and 40 minutes for students to complete the assessment. Teachers should also provide students with a clear understanding of the assessment purpose, format, and expectations.

Time Allocation:	Instructions: 5 minutes, Section 1: Multiple Choice Questions: 15 minutes, Section 2: Short Answer Questions: 15 minutes, Section 3: Essay Question: 15 minutes
Administration Tips:	Ensure that students have access to necessary resources, provide students with a quiet and comfortable workspace, and encourage students to ask questions if they are unsure about the assessment format or expectations.

Differentiation Options

To cater to diverse learners, teachers can provide the following differentiation options:

- For students with special needs: provide extra time, use assistive technology, or offer one-on-one support.
- For English language learners: provide bilingual resources, offer visual aids, or provide additional support with vocabulary and comprehension.
- For gifted students: provide additional challenges, such as more complex questions or additional essay prompts.

Bloom's Taxonomy Alignment

This assessment is designed to align with Bloom's Taxonomy, promoting lower-order thinking skills such as remembering and understanding, as well as higher-order thinking skills such as analyzing, evaluating, and creating.

Lower-order thinking skills:	Remembering: Multiple Choice Questions, Understanding: Short Answer Questions
Higher-order thinking skills:	Analyzing: Short Answer Questions and Essay Question, Evaluating: Short Answer Questions and Essay Question, Creating: Essay Question

Multiple Intelligence Approaches

This assessment is designed to cater to multiple intelligence approaches, including:

- Linguistic Intelligence: Essay Question and Short Answer Questions
- Logical-Mathematical Intelligence: Multiple Choice Questions
- Spatial Intelligence: Visual aids and diagrams
- Bodily-Kinesthetic Intelligence: Use of gestures and movement in instruction
- Musical Intelligence: Use of music and sound effects in TV programmes
- Interpersonal Intelligence: Group discussion and peer feedback
- Intrapersonal Intelligence: Reflection and self-assessment

Clear Success Criteria

The success criteria for this assessment will be based on students' ability to demonstrate their knowledge, analysis, and evaluation skills. The criteria will be communicated clearly to students before the assessment, and will include:

- Demonstrating knowledge of main characters, plot development, and genres
- Analyzing themes and evaluating the impact of TV programmes on society
- Demonstrating understanding of character development and plot structure
- Using evidence from TV programmes to support analysis and evaluation

Evidence Collection Methods

Teachers will collect evidence of student learning through the assessment, including:

- Multiple Choice Questions
- Short Answer Questions
- Essay Question
- Class participation and engagement
- Peer feedback and self-assessment

Feedback Opportunities

Teachers will provide feedback to students on their performance, including:

- Written feedback on the assessment
- Verbal feedback in class
- Peer feedback and self-assessment
- Opportunities for students to reflect on their learning and set goals for improvement

The assessment rubric will be used to evaluate student performance and provide feedback. The rubric will include the following criteria:

- Knowledge: Does the student demonstrate knowledge of main characters, plot development, and genres?
- Analysis: Does the student analyze themes and evaluate the impact of TV programmes on society?
- Evaluation: Does the student demonstrate understanding of character development and plot structure?
- Evidence: Does the student use evidence from TV programmes to support analysis and evaluation?
- Writing Quality: Is the student's writing clear, concise, and well-organized?

Conclusion

This assessment is designed to evaluate students' understanding of key concepts in Media Studies, specifically their ability to identify main characters, understand plot development, analyze themes, recognize genres, and evaluate the impact of TV programmes on society. The assessment will provide teachers with a comprehensive understanding of students' strengths and weaknesses, and will help identify areas where students need additional support or enrichment.

Media Representation

The representation of diverse groups in media is a crucial aspect of media studies. It is essential to analyze how different groups, such as racial and ethnic minorities, women, and individuals with disabilities, are portrayed in media. This analysis can help us understand how media shapes our perceptions of these groups and how it can perpetuate or challenge stereotypes.

Example: Representation of Women in Media

The representation of women in media has been a topic of discussion for many years. Women are often portrayed in stereotypical roles, such as caregivers or sex objects, and are underrepresented in leadership positions. However, there are also many examples of strong, complex female characters in media who challenge these stereotypes.

Case Study: The Impact of Media Representation on Diversity

A study on the impact of media representation on diversity found that exposure to diverse media characters can increase empathy and reduce prejudice. The study also found that media representation can influence how individuals perceive themselves and their place in society.

Media and Society

The relationship between media and society is complex and multifaceted. Media can shape our perceptions of the world and influence our attitudes and behaviors. It can also reflect and reinforce societal norms and values. Understanding the impact of media on society is essential for critically evaluating the role of media in our lives.

Example: The Impact of Social Media on Mental Health

Social media has been linked to a range of mental health concerns, including anxiety, depression, and loneliness. The constant stream of information and the curated nature of social media can create unrealistic expectations and promote consumerism.

Case Study: The Role of Media in Shaping Public Opinion

A study on the role of media in shaping public opinion found that media coverage can influence how individuals perceive and respond to social issues. The study also found that media can shape public opinion by framing issues in a particular way and by selecting which issues to cover.

Media Production

Media production involves the creation and distribution of media content. It encompasses a range of activities, including writing, filming, editing, and broadcasting. Understanding the media production process is essential for critically evaluating the media we consume.

Example: The Production of a Television Show

The production of a television show involves a range of stages, including development, pre-production, production, and post-production. Each stage requires careful planning and execution to ensure that the final product is of high quality.

Case Study: The Impact of Media Ownership on Content

A study on the impact of media ownership on content found that media ownership can influence the type of content that is produced and distributed. The study also found that media ownership can shape the perspectives and values that are represented in media

content.

Media Regulation

Media regulation involves the rules and laws that govern the media industry. It is essential for ensuring that media content is accurate, fair, and respectful of diverse perspectives. Understanding media regulation is crucial for critically evaluating the media we consume.

Example: Media Regulation in the United States

In the United States, media regulation is overseen by the Federal Communications Commission (FCC). The FCC is responsible for ensuring that media content is accurate, fair, and respectful of diverse perspectives.

Case Study: The Impact of Media Regulation on Freedom of Speech

A study on the impact of media regulation on freedom of speech found that media regulation can both protect and restrict freedom of speech. The study also found that media regulation can shape the perspectives and values that are represented in media content.

Media and Culture

The relationship between media and culture is complex and multifaceted. Media can shape our perceptions of culture and influence our attitudes and behaviors. It can also reflect and reinforce cultural norms and values. Understanding the impact of media on culture is essential for critically evaluating the role of media in our lives.

Example: The Impact of Media on Cultural Identity

Media can shape our perceptions of cultural identity and influence our attitudes towards different cultures. It can also reflect and reinforce cultural norms and values.

Case Study: The Role of Media in Shaping Cultural Norms

A study on the role of media in shaping cultural norms found that media can influence how individuals perceive and respond to cultural issues. The study also found that media can shape cultural norms by framing issues in a particular way and by selecting which issues to cover.

Media and Technology

The relationship between media and technology is complex and multifaceted. Media can shape our perceptions of technology and influence our attitudes and behaviors. It can also reflect and reinforce technological norms and values. Understanding the impact of media on technology is essential for critically evaluating the role of media in our lives.

Example: The Impact of Social Media on Technology

Social media has had a significant impact on technology, influencing how we communicate and interact with each other. It has also raised concerns about privacy, security, and the spread of misinformation.

Case Study: The Role of Media in Shaping Technological Advancements

A study on the role of media in shaping technological advancements found that media can influence how individuals perceive and respond to new technologies. The study also found that media can shape technological advancements by framing issues in a particular way and by selecting which issues to cover.

PLANIT TEACHERS

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