



ASSESSMENT and  
QUALIFICATIONS  
ALLIANCE

# Mark scheme

# June 2003

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## GCE

## Media Studies

### Unit MED4

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## UNIT 4: TEXTS AND CONTEXTS IN THE MEDIA

### Assessment Objectives tested: A01, A02, A03i

*A01 Demonstrate knowledge and application of the Key Concepts employed within Media Studies and the evaluation of texts and ideas using Key Concepts.*

*A02 Demonstrate knowledge and application of the wider contexts (historical, social, political, economic) relevant to Media Studies.*

*A03i Demonstrate knowledge, application and evaluation of major ideas, theories, debates and information relevant to the study of contemporary media.*

The assessment criteria fall into two parts:

- (a) criteria relating to general skills and abilities which apply across all questions;
- (b) criteria relating to content which is specific to a particular question.

It should be noted that the schematic distinction between (a) and (b) is made for the purposes of clarity and transparency. In practice the relationship between content knowledge and intellectual skills and abilities is more organic than is suggested here.

### GENERAL ASSESSMENT CRITERIA

#### 26 – 30 marks

Sophisticated knowledge and flexible application of the Key Concepts to texts, issues, ideas, debates and their relevant contexts. Excellent evaluation of texts and ideas using the Key Concepts. Very sound knowledge and application of relevant major ideas, theories, debates and information. Thorough evaluation of relevant major ideas, theories, debates and information on the basis of the available evidence. Excellent detailed personal evaluation of texts or issues where relevant. Excellent knowledge and application of relevant historical, political, social and economic contexts. Excellent appreciation of the contextual demands and implications of the questions asked. Excellent evidence of critical autonomy and independent thinking, particularly in relating texts to a range of wider contexts. Excellent understanding of major principles and an ability to apply them. Excellent exemplification of arguments/principles from a wide range of sources. Fluently written and clearly organised and presented.

#### 21- 25 marks

Good knowledge and application of the Key Concepts to texts, issues, ideas, debates and their wider contexts. Good evaluation of texts and ideas using the Key Concepts. Proficient knowledge and application of relevant major ideas, theories, debates and information. Good evaluation of relevant major ideas, theories, debate and information on the basis of the available evidence. Good, detailed personal evaluation of texts or issues where relevant. Good knowledge and application of relevant historical, political, social and economic contexts. Good appreciation of the contextual demands and implications of the questions asked. Good evidence of critical autonomy and independent thinking, particularly in relating texts to a range of wider contexts. Good understanding of major principles and an ability to apply them. Good exemplification of arguments/principles from a range of sources. Well written and clearly organised and presented.

**16 – 20 marks**

Competent knowledge and application of the Key Concepts to texts, issues, ideas, debates and their wider contexts. Sound evaluation of texts and ideas using the Key Concepts. Competent knowledge and application of relevant major ideas, theories, debates and information. Sound evaluation of relevant major ideas, theories, debates and information on the basis of the available evidence. Some detailed personal evaluation of texts or issues where relevant, based on sound evidence. Competent knowledge and application of relevant historical, political, social and economic contexts. Fair appreciation of the contextual demands and implications of the questions asked. Some evidence of critical autonomy and independent thinking, particularly in relating texts to a range of wider contexts. Some understanding of major principles and an ability to apply them. Competent exemplification of arguments/principles from a range of sources. Clearly written and competently organised and presented.

**11 – 15 marks**

Sound knowledge of the Key Concepts but some difficulty in applying them, especially to wider contextual factors. Basic evaluation of texts and ideas using the Key Concepts. Basic knowledge and some application of relevant major ideas, theories, debates and information. Basic evaluation of the relevant major ideas, theories, debates and information on the basis of available evidence. Some personal evaluation of texts or issues where relevant. Evidence may be thin. Some knowledge of relevant historical, political, social and economic contexts, but application to texts may be sketchy. Some appreciation of the contextual demands and implications of the questions asked. Little evidence of critical autonomy and independent thinking, particularly in relating texts to a range of wider contexts. Sketchy understanding and weak application of major principles. Limited exemplification of arguments/principles from a narrow range of sources. Writing generally will be clear in spite of some errors of grammar and syntax, and there should be evidence of basic organisational competence.

**6 – 10 marks**

Some knowledge and application of the Key Concepts. Some evaluation of texts and ideas using the Key Concepts. Evidence may be sketchy. Some knowledge and application of relevant major ideas, theories, debates and information. Some evaluation of relevant major ideas, theories, debates and information, although this may be perfunctory with little attempt to organise the evidence. Some personal evaluation of texts or issues where relevant, but based on sketchy evidence. Weak knowledge and appreciation of relevant historical, political, social and economic context. Weak appreciation of the contextual demands and implications of the questions asked. Weak exemplification of arguments/principles from a very limited range of sources. Written material will be presented clearly, though there may be some irrelevancy, and overall coherence and organisation may be weak.

**0 – 5 marks**

The answer will fail to meet the positive assessment criteria outlined below and will not be A Level quality. Credit will be given for:

- (i) any knowledge or application of the Key Concepts
- (ii) any evaluation of texts, ideas, theories or debates using the Key Concepts
- (iii) any knowledge or application of relevant major ideas, theories, debates and information
- (iv) any knowledge or application of relevant wider contexts
- (v) any attempt to answer the question
- (vi) any relevant exemplification.

## Question Specific Criteria and Mark Scheme

### Question 1(a)

(30 marks)

Have recent advances in technology had an impact on news coverage?

Provide examples to support your answer.

Level	A01	A02	A03i
	<i>Demonstrate knowledge and application of the Key Concepts employed within Media Studies and the evaluation of texts and ideas using the Key Concepts</i>	<i>Demonstrate knowledge and application of the wider contexts (historical, social, political, economic) relevant to Media Studies</i>	<i>Demonstrate knowledge, application and evaluation of major ideas, theories, debates and information relevant to the study of contemporary media</i>
<b>6</b> 26-30 marks	Excellent knowledge and illustration of recent advances in technology, and associated impact on news content/coverage, showing sophisticated knowledge and application of relevant Key Concepts.	Confident evaluation of the situation, referencing a wide range of contextual influences (for example, social, economic, institutional and ideological).  Thorough evaluation which is personal but is based upon some consideration of current ideas and wider contextual factors.	Detailed illustration using examples throughout answer, which will display a comprehensive knowledge of current ideas, debates and information about news.  Thorough evaluation and good personal response.
<b>5</b> 21-25 marks	Good knowledge and illustration of recent advances in technology, and associated impact on news content/coverage, showing proficient knowledge and application of the Key Concepts.	Good evaluation of the situation, referencing a wide range of contextual influences (for example, social, economic, institutional and ideological).  Good evaluation which is personal but is based upon some consideration of current ideas and wider contextual factors.	Good illustration using examples, throughout answer, which will display a proficient knowledge of current ideas, debates and information about news.  Clear and engaged personal response.

**Question 1(a) Continued.**

<b>Level</b>	<b>A01</b>	<b>A02</b>	<b>A03i</b>
<b>4</b> 16-20 marks	Sound knowledge and illustration of recent advances in technology, and associated impact on news content/coverage, showing solid knowledge and application of the Key Concepts.	Sound evaluation of the situation, referencing a range of contextual influences (for example, social, economic, institutional and ideological).  Sound evaluation which is largely personal, but is based upon some consideration of current ideas or wider contextual factors.	Sound illustration via examples throughout answer, which will display a solid knowledge of current ideas, debates and information about news.  Generally sound personal response.
<b>3</b> 11-15 marks	Basic knowledge and illustration of recent advances in technology, and associated impact on news content/coverage. Shows knowledge and application of some relevant Key Concepts.	Some evaluation of the situation, though this may be superficial and confined to one or two contextual factors.  Personal evaluation, but with some consideration of wider evidence.	Some illustration.  Simple, personal response though arguments may be undeveloped.
<b>2</b> 6-10 marks	Some descriptions of recent advances in technology, and associated impact on news content/coverage.	Little attempt at evaluation of the situation, though this may be superficial and confined to one or two contextual factors.  Evaluation is weak, personal and unsubstantiated.	Sketchy illustration.  Superficial and/or confused response.
<b>1</b> 0-5 marks	There may be one or two isolated points of some relevance, which can be rewarded: - any knowledge or application of Key Concepts - any attempt to answer the question - any relevant exemplification.	No awareness of any wider contexts.	Next to no awareness of any ideas, theories, debates and information.

**Question 1(b)**

*(30 marks)*

**How are news values affected during “times of crisis”?**

**Discuss with examples.**

<b>Level</b>	<b>A01</b>	<b>A02</b>	<b>A03i</b>
	<i>Demonstrate knowledge and application of the Key Concepts employed within Media Studies and the evaluation of texts and ideas using the Key Concepts</i>	<i>Demonstrate knowledge and application of the wider contexts (historical, social, political, economic) relevant to Media Studies</i>	<i>Demonstrate knowledge, application and evaluation of major ideas, theories, debates and information relevant to the study of contemporary media</i>
<b>6</b> 26-30 marks	Excellent demonstration of knowledge, application and evaluation of issues related to the selection of news. Showing sophisticated knowledge of Key Concepts.  Confident demonstration of knowledge, application and evaluation of the process of news selection, and how news values becomes affected by “times of crisis”.	Sophisticated knowledge and application of wider contexts in explaining the importance of news selection, and excellent exploration of why, with particular reference to “times of crisis”.	Detailed exemplification throughout, concrete textual illustration of points being made.  Thorough evaluation and good personal response.
<b>5</b> 21-25 marks	Good demonstration of knowledge, application and evaluation of issues related to the selection of news. Showing proficient knowledge of Key Concepts.  Good demonstration of knowledge, application and evaluation of the process of selection, and how news values become affected by “times of crisis”.	Good knowledge and application of wider contexts in explaining the importance of news selection, and good exploration of why, with particular reference to “times of crisis”.	Good exemplification throughout. Good textual illustration of points being made.  Clear and engaged personal response.

**Question 1(b) Continued.**

<b>Level</b>	<b>A01</b>	<b>A02</b>	<b>A03i</b>
<b>4</b> 16-20 marks	<p>Sound demonstration of knowledge, application and evaluation of issues related to the selection of news. Showing solid knowledge of Key Concepts.</p> <p>Sound demonstration of knowledge, application and evaluation of the process of selection, and how news values become affected by “times of crisis”.</p>	<p>Sound knowledge and application of wider contexts in explaining the importance of news selection. Sound exploration of why, with particular reference to “times of crisis”.</p>	<p>Sound exemplification, though illustration may be sketchy.</p> <p>Generally sound personal response.</p>
<b>3</b> 11-15 marks	<p>Basic demonstration of knowledge, application and evaluation of issues related to the selection of news. Candidates show knowledge and application of some relevant Key Concepts.</p> <p>Basic demonstration of knowledge, application and evaluation of the process of selection, and how new values become affected by “times of crisis”.</p>	<p>Sketchy knowledge and application of wider contexts in explaining the process of selection. Some points of relevance made, but not in any depth. Some exploration of why, with some reference to “times of crisis”.</p>	<p>Patchy exemplification. Some points satisfactorily illustrated.</p> <p>Simple personal response, though arguments may be undeveloped.</p>
<b>2</b> 6-10 marks	<p>Weak demonstration of knowledge, application and evaluation of issues related to the selection of news.</p> <p>Some broadly based points are made, but some difficulty experienced in explaining importance of news selection, and how news values become affected by “times of crisis”.</p>	<p>Weak knowledge and application of wider contexts in explaining importance of news selection. Weak, if any, exploration of why. Passing reference to “times of crisis”.</p> <p>Points made tend to be superficial or underdeveloped.</p>	<p>Some exemplification, but generally lacking in detail and specificity.</p> <p>Superficial and/or confused response.</p>
<b>1</b> 0-5 marks	<p>There may be one or two isolated points of some relevance, which can be rewarded:</p> <ul style="list-style-type: none"> <li>- any knowledge or application of Key Concepts</li> <li>- any attempt to answer the question</li> <li>- any relevant exemplification.</li> </ul>	<p>No awareness of any wider contexts.</p>	<p>Next to no awareness of any ideas, theories, debates and information.</p>

**Question 2(a)****(30 marks)****Do stereotypes change over time?****Answer with reference to specific examples.**

<b>Level</b>	<b>A01</b>	<b>A02</b>	<b>A03i</b>
	<i>Demonstrate knowledge and application of the Key Concepts employed within Media Studies and the evaluation of texts and ideas using the Key Concepts</i>	<i>Demonstrate knowledge and application of the wider contexts (historical, social, political, economic) relevant to Media Studies</i>	<i>Demonstrate knowledge, application and evaluation of major ideas, theories, debates and information relevant to the study of contemporary media</i>
<b>6</b> 26-30 marks	Excellent knowledge and application of how stereotypes are used in media representations, over time.  Detailed exemplification throughout, showing excellent knowledge and application of Key Concepts.	Detailed and confident referencing of a wide range of contextual examples.	Detailed exemplification throughout, which will display a comprehensive knowledge of current ideas, debates and information on representations/stereotypes.  Thorough evaluation and good personal response.
<b>5</b> 21-25 marks	Good knowledge and application of how stereotypes are used in media representations, over time.  Good exemplification throughout, showing good knowledge and application of Key Concepts.	Good referencing of a wide range of contextual examples.	Good exemplification throughout, which will display a proficient knowledge of current ideas, debates, theories and information on representations/stereotypes.  Clear and engaged personal response.
<b>4</b> 16-20 marks	Sound knowledge and application of how stereotypes are used in media representations, over time.  Knowledge and application of Key Concepts may be implicit, but is generally sound.	Some referencing of a range of contextual examples.	Sound exemplification, though illustration may be sketchy, displaying a solid knowledge of current ideas, debates, theories and information on representations/stereotypes.  Generally sound personal response.



**Question 2(a) Continued.**

<b>Level</b>	<b>A01</b>	<b>A02</b>	<b>A03i</b>
<b>3</b> 11-15 marks	Some knowledge and application of how stereotypes are used in media representations over time, but this will be patchy and underdeveloped.  Exemplification may be sketchy or narrow and make little explicit or implicit use of Key Concepts.	Some referencing of contextual factors.	Sketchy or narrow exemplification. Some points satisfactorily illustrated, displaying sketchy knowledge of current ideas, debates, theories and information on representations/stereotypes.  Simple personal response, though arguments may be undeveloped.
<b>2</b> 6-10 marks	Basic knowledge or application of how stereotypes are used in media representation, over time.  Some basic exemplification.	Little referencing of contextual factors.	Some basic exemplification, but generally lacking in detail, displaying little awareness of current ideas, debates, theories and information on representations/stereotypes.  Superficial and/or confused response.
<b>1</b> 0-5 marks	There may be one or two isolated points of some relevance, which can be rewarded: - any knowledge or application of Key Concepts - any attempt to answer the question - any relevant exemplification.	No awareness of any wider contexts.	Next to no awareness of any ideas, theories, debates and information.

**Question 2(b)****(30 marks)****How far is it possible for the media to produce fair and accurate representations?****Discuss with reference to either social groups or places.**

<b>Level</b>	<b>A01</b>	<b>A02</b>	<b>A03i</b>
	<i>Demonstrate knowledge and application of the Key Concepts employed within Media Studies and the evaluation of texts and ideas using the Key Concepts</i>	<i>Demonstrate knowledge and application of the wider contexts (historical, social, political, economic) relevant to Media Studies</i>	<i>Demonstrate knowledge, application and evaluation of major ideas, theories, debates and information relevant to the study of contemporary media</i>
<b>6</b> 26-30 marks	<p>Sophisticated discussion of representation of social groups and/or places, using Key Concepts.</p> <p>Excellent categorisation and analysis of dominant representations of the groups/places, and whether they are fair and accurate.</p> <p>Thorough exemplification, across a wide range of genre, detailed and specific, and showing evidence of originality or critical engagement.</p>	A wide range of contextual factors are covered (e.g. social, economic and political status of the group or place, political issues and power within media institutions, historical and ideological influences).	<p>Very good emphasis upon contemporary or relatively recent representations.</p> <p>Excellent evaluation of how fairly and accurately some social groups/places are represented.</p> <p>Thorough evaluation and good personal response.</p>
<b>5</b> 21-25 marks	<p>Good discussion of representation of social groups and/or places, using Key Concepts.</p> <p>Good categorisation and analysis of dominant representations of the groups/places, and whether they are fair and accurate.</p> <p>Good exemplification, across a range of genre. Argument is well supported by specific examples.</p>	A range of contextual factors are covered (e.g. social, institutional, economic and political).	<p>Good emphasis upon contemporary or relatively recent representations.</p> <p>Good account of how fairly and accurately some social groups/places are represented.</p> <p>Clear and engaged personal response.</p>

**Question 2(b) Continued.**

<b>Level</b>	<b>A01</b>	<b>A02</b>	<b>A03i</b>
<b>4</b> 16-20 marks	<p>Sound discussion of representation of social groups and/or places, using Key Concepts.</p> <p>Some categorisation and analysis of dominant representations of the groups/places, and whether they are fair and accurate.</p> <p>Sound exemplification. Competent illustration rather than detailed or wider ranging.</p>	<p>A number of contextual factors are covered (e.g. social, institutional).</p>	<p>An emphasis upon contemporary or relatively recent representations.</p> <p>Competent account of how fairly and accurately some social groups/places are represented.</p> <p>Generally sound personal response.</p>
<b>3</b> 11-15 marks	<p>Partial and conventional account of how groups and/or places are represented, but with some important telling points. Some use of the Key Concepts.</p> <p>Categorisation of the representations is limited or superficial, as is evidence as to whether they are fair and accurate.</p> <p>Examples are competent, but conventional, and may be lacking in detail, range or specificity.</p>	<p>Either one contextual factor of how groups/places are so represented with sound supportive detail or more than one factor with sketchy supportive detail. Little specific knowledge of contextual factors.</p>	<p>Little emphasis upon contemporary factors.</p> <p>Some illustration. Simple, personal response though arguments may be undeveloped.</p>
<b>2</b> 6-10 marks	<p>Partial and fragmented account of how social groups and/or places are represented. Some relevant points made but with little sense of coherence.</p> <p>Little use of Key Concepts. Little attempt to categorise the representations, or whether they are fair and accurate.</p> <p>Examples are limited, conventional and dated. They may not always exemplify the point being made.</p>	<p>Comparison of how the groups/places are represented is superficial and lacking in detail. No convincing knowledge of contextual factors.</p>	<p>No emphasis on contemporary representations.</p> <p>Sketchy illustration. Superficial and/or confused response.</p>

**Question 2(b) Continued.**

<p><b>1</b> 0-5 marks</p>	<p>There may be one or two isolated points of some relevance, which can be rewarded:</p> <ul style="list-style-type: none"><li>- any knowledge or application of Key Concepts</li><li>- any attempt to answer the question</li><li>- any relevant exemplification.</li></ul>	<p>No awareness of any wider contexts.</p>	<p>Next to no awareness of any ideas, theories, debates and information.</p>
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**Question 3(a)****(30 marks)****Account for the popularity of one genre of your choice.****Illustrate your answer with examples.**

<b>Level</b>	<b>A01</b>	<b>A02</b>	<b>A03i</b>
	<i>Demonstrate knowledge and application of the Key Concepts employed within Media Studies and the evaluation of texts and ideas using the Key Concepts</i>	<i>Demonstrate knowledge and application of the wider contexts (historical, social, political, economic) relevant to Media Studies</i>	<i>Demonstrate knowledge, application and evaluation of major ideas, theories, debates and information relevant to the study of contemporary media</i>
<b>6</b> 26-30 marks	Excellent knowledge and application of media genres. Confident ability to use genre as a meta-discourse. Excellent coverage of more than one medium. Detailed exemplification of targeting audiences, demonstrating knowledge and application of media language and other Key Concepts.	Confident account of importance of popularity of media genres, drawing on relevant economic, institutional and audience contexts. Clear and detailed discussion of targeting audiences, drawing on relevant social and audience contexts.	Detailed exemplification throughout which will display a comprehensive knowledge of current ideas, theories, debates and information on genre. Thorough evaluation and good personal response.
<b>5</b> 21-25 marks	Good knowledge and application of media genres. Sound ability to use genre as a meta-discourse. Good coverage of more than one medium. Good exemplification of targeting audiences, demonstrating knowledge and application of media language, and other Key Concepts.	Good account of importance of popularity of media genres, drawing on relevant economic, institutional and audience contexts. Clear discussion of targeting audiences, drawing on relevant social and audience contexts.	Good exemplification throughout which will display a proficient knowledge of current ideas, theories, debates and information on genre. Clear and engaged personal response.

**Question 3(a) Continued.**

<b>Level</b>	<b>A01</b>	<b>A02</b>	<b>A03i</b>
<b>4</b> 16-20 marks	<p>Sound knowledge and application of media genres.</p> <p>Some ability to use genre as a meta-discourse.</p> <p>Sound exemplification of usefulness to institutional and audience contexts.</p> <p>Sound exemplification of targeting audiences, demonstrating knowledge and application of media language and other Key Concepts.</p>	<p>Sound account of importance of popularity of media genres, drawing on relevant economic, institutional and audience contexts.</p> <p>Some discussion of targeting audiences, drawing on relevant social and audience contexts.</p>	<p>Sound exemplification throughout which will display a solid knowledge of current ideas, theories, debates and information on genre.</p> <p>Generally sound personal response.</p>
<b>3</b> 11-15 marks	<p>Basic knowledge and application of media genres.</p> <p>Limited ability to use genre as a meta-discourse.</p> <p>Some exemplification of targeting audiences, demonstrating knowledge and application of media language, and other Key Concepts.</p>	<p>Limited account of importance of popularity of media genres, drawing on some relevant economic, institutional and audience contexts.</p> <p>Basic account of targeting audiences, drawing on relevant social and audience contexts.</p>	<p>Little exemplification throughout which will display a sketchy knowledge of current ideas, theories, debates and information on genre.</p> <p>Simple personal response, though arguments may be underdeveloped.</p>
<b>2</b> 6-10 marks	<p>Very general and fragmented account of importance of audience expectation to one or more media genre. Some valid points are made, however.</p> <p>Examples may be passing references or lacking entirely.</p> <p>Very general fragmented account of targeting audiences, displaying some basic knowledge and application of media language, and other Key Concepts.</p>	<p>No convincing knowledge of the importance of audience expectation to media genres.</p>	<p>Exemplification is limited and dated and may be irrelevant.</p> <p>Superficial and/or confused response.</p>

**Question 3(a) Continued.**

<p><b>1</b> 0-5 marks</p>	<p>There may be one or two isolated points of some relevance, which can be rewarded:</p> <ul style="list-style-type: none"><li>- any knowledge or application of Key Concepts</li><li>- any attempt to answer the question</li><li>- any relevant exemplification.</li></ul>	<p>No awareness of any wider contexts.</p>	<p>Next to no awareness of any ideas, theories, debates and information.</p>
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**Question 3(b)**

*(30 marks)*

**“Parody aims to mock in a critical way.” Frederick Jameson.**

**How has parody been used in contemporary genre?**

<b>Level</b>	<b>A01</b>	<b>A02</b>	<b>A03i</b>
	<i>Demonstrate knowledge and application of the Key Concepts employed within Media Studies and the evaluation of texts and ideas using the Key Concepts</i>	<i>Demonstrate knowledge and application of the wider contexts (historical, social, political, economic) relevant to Media Studies</i>	<i>Demonstrate knowledge, application and evaluation of major ideas, theories, debates and information relevant to the study of contemporary media</i>
<b>6</b> 26-30 marks	Accomplished discussion of generic theory. Sophisticated analysis of parody. Excellent examples chosen to illustrate, with a contemporary emphasis. Detailed textual analysis of examples using Key Concepts.	Excellent attempt to explore wider contextual issues (e.g. historical, social, political and ideological).	Detailed exemplification throughout which will display a comprehensive knowledge of current ideas, theories, debates and information on contemporary genre.  Thorough evaluation and good personal response.
<b>5</b> 21-25 marks	Good discussion of generic theory. Good analysis of parody. Good examples chosen to illustrate, with a contemporary emphasis. Good textual analysis of examples using Key Concepts.	Good attempt to explore wider contextual issues (e.g. historical, social, political and ideological).	Good exemplification throughout which will display a proficient knowledge of current ideas, theories, debates and information on contemporary genre.  Clear and engaged personal response.
<b>4</b> 16-20 marks	Sound discussion of generic theory. Some analysis of parody. Sound examples chosen to illustrate, with a contemporary emphasis. Sound textual analysis of examples using Key Concepts.	Sound attempt at exploring wider contextual issues (historical, social, political and ideological).	Sound exemplification with an emphasis on contemporary or relatively recent developments.  Generally sound personal response.



**Question 3(b) Continued.**

<b>Level</b>	<b>A01</b>	<b>A02</b>	<b>A03i</b>
<b>3</b> 11-15 marks	<p>Partial and conventional discussion of genre.</p> <p>Basic analysis of parody.</p> <p>Examples chosen to illustrate are acceptable, but still with a contemporary emphasis.</p> <p>Some textual analysis of examples using Key Concepts.</p>	<p>Attempt at exploring wider contextual issues (historical, social, political etc.) may be weak or confined to very broad generalisations.</p>	<p>Little emphasis on contemporary developments.</p> <p>Limited exemplification but with a sketchy knowledge of some ideas or theories.</p> <p>Simple personal response.</p>
<b>2</b> 6-10 marks	<p>Little knowledge of genre, which is likely to be centred on one genre or very general, fragmented points.</p> <p>Limited evidence of understanding the concept of parody.</p> <p>Evidence of examples.</p> <p>Textual analysis will be descriptive, with little knowledge of Key Concepts.</p>	<p>No convincing knowledge of contextual factors.</p>	<p>No emphasis on contemporary developments. Examples are limited, conventional and dated.</p> <p>Superficial and/or confused response.</p>
<b>1</b> 0-5 marks	<p>There may be one or two isolated points of some relevance, which can be rewarded:</p> <ul style="list-style-type: none"> <li>- any knowledge or application of Key Concepts</li> <li>- any attempt to answer the question</li> <li>- any relevant exemplification.</li> </ul>	<p>No awareness of any wider contexts.</p>	<p>Next to no awareness of any ideas, theories, debates and information.</p>

**Question 4(a)**

*(30 marks)*

**Why are television shows that feature ‘real people’ so popular?**

**Illustrate your answer with examples.**

<b>Level</b>	<b>A01</b>	<b>A02</b>	<b>A03i</b>
	<i>Demonstrate knowledge and application of the Key Concepts employed within Media Studies and the evaluation of texts and ideas using the Key Concepts</i>	<i>Demonstrate knowledge and application of the wider contexts (historical, social, political, economic) relevant to Media Studies</i>	<i>Demonstrate knowledge, application and evaluation of major ideas, theories, debates and information relevant to the study of contemporary media</i>
<b>6</b> 26-30 marks	Clear and detailed arguments accounting for the popularity of these shows, and what part ‘real people’ play.  Exemplification is detailed and specific and makes excellent use of Key Concepts. A wide range of relevant programmes is referenced.	A wide range of economic, social and institutional factors is covered.	Detailed exemplification throughout which will display a comprehensive knowledge of current ideas, theories, debates and information about audiences for reality TV.  Thorough evaluation and good personal response.
<b>5</b> 21-25 marks	Good arguments accounting for the popularity of these shows, and what part ‘real people’ play.  Exemplification is generally detailed and makes good use of Key Concepts. An appropriate range of television programmes is referenced.	A range of economic, social and institutional factors is covered.	Good exemplification displaying proficient knowledge of current ideas, theories, debates and information about reality TV.  Clear and engaged personal response.
<b>4</b> 16-20 marks	Sound arguments accounting for the popularity of these shows, and what part ‘real people’ play.  Exemplification is generally sound and makes some use of Key Concepts. At least three shows are referenced, two in some detail.	Some economic, social and institutional factors are covered.	Sound exemplification with an emphasis on contemporary or relatively recent theories and debates.  Generally sound personal response.

**Question 4(a) Continued.**

<b>Level</b>	<b>A01</b>	<b>A02</b>	<b>A03i</b>
<b>3</b> 11-15 marks	Weak arguments accounting for the popularity of these shows, and what part ‘real people’ play.  Exemplification is general rather than specific and makes little use of the Key Concepts. A narrow range of shows is referenced.	Economic, social and institutional factors are not emphasised. Little emphasis on audiences.	Little emphasis on contemporary or relatively recent theories and debates.  Simple personal response.
<b>2</b> 6-10 marks	Little or no accounting for the popularity of these shows, and what part ‘real people’ play.  Exemplification is sketchy and general. At least two shows are referenced. Little use is made of Key Concepts.	Little or no reference to wider contextual factors.  Little or no mention of audiences.	No emphasis on contemporary or relatively recent theories and debates.  Superficial and/or confused response.
<b>1</b> 0-5 marks	There may be one or two isolated points of some relevance, which can be rewarded: - any knowledge or application of Key Concepts - any attempt to answer the question - any relevant exemplification.	No awareness of any wider contexts.	Next to no awareness of any ideas, theories, debates and information.

**Question 4(b)**

*(30 marks)*

**How useful are audience theories in understanding media consumption?**

**Discuss.**

<b>Level</b>	<b>A01</b>	<b>A02</b>	<b>A03i</b>
	<i>Demonstrate knowledge and application of the Key Concepts employed within Media Studies and the evaluation of texts and ideas using the Key Concepts</i>	<i>Demonstrate knowledge and application of the wider contexts (historical, social, political, economic) relevant to Media Studies</i>	<i>Demonstrate knowledge, application and evaluation of major ideas, theories, debates and information relevant to the study of contemporary media</i>
<b>6</b> 26-30 marks	Excellent knowledge and application of audience theories, leading to an understanding of media consumption.  Sophisticated knowledge and application of research.  Detailed and specific exemplification, with excellent use of Key Concepts.	Social contexts referenced in detail, as are institutional, political, economic factors.	Excellent assessment of theory.  Thorough evaluation and good personal response.
<b>5</b> 21-25 marks	Good knowledge and application of audience theories, leading to an understanding of media consumption.  Good knowledge and application of research.  Good exemplification with clear use of Key Concepts.	Social contexts referenced clearly, as are institutional, political, economic factors.	Good assessment of theory.  Clear and engaged personal response.
<b>4</b> 16-20 marks	Sound knowledge and application of audience theories, leading to an understanding of media consumption.  Sound knowledge and application of research.  Sound exemplification with some use of Key Concepts.	Social contexts referenced, and institutional, political, economic factors may be touched upon.	Some assessment of theory.  Generally sound personal response.

**Question 4(b) Continued.**

<b>Level</b>	<b>A01</b>	<b>A02</b>	<b>A03i</b>
<b>3</b> 11-15 marks	<p>Sound description and understanding of audience theories, leading to a link with media consumption.</p> <p>Research and examples explored descriptively.</p> <p>Some exemplification with some reference to at least one relevant Key Concept.</p>	<p>Social contexts and uses may be missing or treated sketchily, as are other contextual factors.</p>	<p>Some assessment of theory, but this may be sketchy and not given full weight.</p> <p>Simple, personal response though arguments may be underdeveloped.</p>
<b>2</b> 6-10 marks	<p>Partial and fragmented description of audience theories. Media consumption may be touched upon.</p> <p>Research and examples treated relatively superficially.</p> <p>Exemplification is weak. Little or no reference to Key Concepts.</p>	<p>Little or no wider contexts referenced.</p>	<p>Assessment of theory is weak.</p> <p>Superficial and/or confused response.</p>
<b>1</b> 0-5 marks	<p>There may be one or two isolated points of some relevance, which can be rewarded:</p> <ul style="list-style-type: none"> <li>- any knowledge or application of Key Concepts</li> <li>- any attempt to answer the question</li> <li>- any relevant exemplification.</li> </ul>	<p>No awareness of any wider contexts.</p>	<p>Next to no awareness of any ideas, theories, debates and information.</p>