

GCE 2004  
*June Series*



# Mark Scheme

## Media Studies (MED2)

---

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this Mark Scheme are available from:

Publications Department, Aldon House, 39, Heald Grove, Rusholme, Manchester, M14 4NA  
Tel: 0161 953 1170

or

download from the AQA website: [www.aqa.org.uk](http://www.aqa.org.uk)

Copyright © 2004 AQA and its licensors

#### COPYRIGHT

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

**AS MEDIA STUDIES (MED2)****MARK SCHEME - JUNE 2004**

- This unit is textually-centred and topic based. Candidates are required to demonstrate their knowledge and understanding of the topics via the use of contemporary texts.
- The application of the conceptual framework is the skill that should underpin all discussion of texts and topics. This may be explicit or implicit.
- Information and exemplification should be subordinate to the ‘argument’ (the demands of the question) and should not submerge it.
- Textual reference may be narrow or wide-ranging depending on the demands of the question.
- Personal evaluation, where relevant, may range from a simple statement of opinion to a supported engagement with theory, research, ideas or information.

The Textual Topic Content (Section 11.3 in the specification) should be read alongside this mark scheme.

**Unit 2: Textual Topics in Contemporary Media: Question 1 (a)****(30 marks)**

**Analyse the openings of two texts (films AND/OR broadcast fiction) showing how character and conflict are important to the narrative.**

<b>Level</b>	<b>AO1</b>	<b>AO3 i</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, application and evaluation of major ideas, theories, debates and information relevant to the study of contemporary media.</i>
6 (26-30 marks)	<p>Confident conceptual exploration. Well developed discussion.</p> <p>Thorough knowledge of the chosen texts with good illustration and exemplification. Clear understanding of how character and conflict are established/important to the narrative.</p> <p>Competent use of appropriate terminology.</p>	<p>Critical understanding of relevant ideas, theories, debates and information. Confident evaluation and personal response.</p>
5 (21-25 marks)	<p>Focussed discussion using the conceptual framework.</p> <p>Sound knowledge of the chosen texts with sound illustration and exemplification. Satisfactory understanding of how character and conflict are established/important to the narrative.</p> <p>Adequate use of terminology.</p>	<p>Sound understanding of some relevant ideas, theories, debates and information. Engaged personal response.</p>
4 (16-20 marks)	<p>Basic ability to present ideas within the conceptual framework.</p> <p>Solid knowledge of the chosen texts with useful illustration and exemplification. Adequate understanding of how character and conflict are established/important to the narrative.</p> <p>Basic use of terminology.</p>	<p>Satisfactory understanding of some relevant ideas, theories, debates and information.</p> <p>Sound personal response.</p>
3 (11-15 marks)	<p>Ideas expressed clearly but scant evidence of the conceptual framework.</p> <p>Basic knowledge of the chosen texts with some useful illustration. Limited reference to how character and conflict are established.</p> <p>Very basic use of terminology.</p>	<p>Limited understanding of some relevant ideas, theories, debates and information. Simple personal response.</p>

**Unit 2: Textual Topics in Contemporary Media: Question 1 (a) continued.**

2 (6-10 marks)	Ideas presented in a mainly descriptive way. Rudimentary knowledge of the chosen texts lacking specific textual references. Little reference to how character and conflict are established.	Rudimentary understanding of relevant ideas, theories, debates and information. Superficial response.
1 (0-5 marks)	There may be one or two isolated points of some relevance: <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>	Next to no awareness or understanding of any ideas, theories, debates and information.

**Unit 2: Textual Topics in Contemporary Media: Question 1 (b)****(30 marks)**

**Show in detail how one film OR one broadcast fiction text demonstrates originality of theme AND/OR innovation of technique.**

<b>Level</b>	<b>AO1</b>	<b>AO3 i</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, application and evaluation of major ideas, theories, debates and information relevant to the study of contemporary media.</i>
6 (26-30 marks)	<p>Confident conceptual exploration. Well developed discussion.</p> <p>Thorough knowledge of the chosen text with good illustration and exemplification. Clear understanding of how the text demonstrates originality of theme and/or innovation of technique.</p> <p>Competent use of appropriate terminology.</p>	<p>Critical understanding of some relevant ideas, theories, debates and information.</p> <p>Confident evaluation and personal response.</p>
5 (21-25 marks)	<p>Focussed discussion using the conceptual framework.</p> <p>Sound knowledge of the chosen text with sound illustration and exemplification. Satisfactory understanding of how the text demonstrates originality of theme and/or innovation of technique.</p> <p>Adequate use of terminology.</p>	<p>Sound understanding of some relevant ideas, theories, debates and information. Engaged personal response.</p>
4 (16-20 marks)	<p>Basic ability to present ideas within the conceptual framework.</p> <p>Solid knowledge of the chosen text with useful illustration and exemplification. Adequate understanding of how the text demonstrates originality of theme and/or innovation of technique.</p> <p>Basic use of terminology.</p>	<p>Satisfactory awareness and understanding of some relevant ideas, theories, debates and information. Sound personal response.</p>
3 (11-15 marks)	<p>Ideas expressed clearly but scant evidence of the conceptual framework.</p> <p>Basic knowledge of the chosen text with some useful illustration. Limited reference to originality of theme and/or innovation of technique.</p> <p>Very basic use of terminology.</p>	<p>Limited understanding of some relevant ideas, theories, debates and information.</p> <p>Simple personal response.</p>

**Unit 2: Textual Topics in Contemporary Media: Question 1 (b) continued.**

2 (6-10 marks)	<p>Ideas presented in a mainly descriptive way.</p> <p>Rudimentary knowledge of the chosen text lacking specific textual references. Little reference to originality of theme and/or innovation of technique.</p>	<p>Rudimentary understanding of relevant ideas, theories, debates and information.</p> <p>Superficial response.</p>
1 (0-5 marks)	<p>There may be one or two isolated points of some relevance:</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>Next to no awareness or understanding of any ideas, theories, debates and information.</p>

**Unit 2: Textual Topics in Contemporary Media: Question 2 (a)****(30 marks)**

Analyse two documentaries and discuss how successfully, in your view, the techniques used convey the documentary makers' intentions.

Level	AO1	AO3 i
	<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, application and evaluation of major ideas, theories, debates and information relevant to the study of contemporary media.</i>
6 (26-30 marks)	<p>Confident conceptual exploration. Well developed discussion.</p> <p>Thorough knowledge of the chosen texts with good illustration and exemplification. Clear understanding of how the techniques used in documentaries convey the makers' intentions.</p> <p>Competent use of appropriate terminology.</p>	Critical understanding of some relevant ideas, theories, debates and information. Confident evaluation and personal response.
5 (21-25 marks)	<p>Focussed discussion using the conceptual framework.</p> <p>Sound knowledge of the chosen texts with sound illustration and exemplification. Satisfactory understanding of how the techniques used in documentaries convey the makers' intentions.</p> <p>Adequate use of terminology.</p>	Sound understanding of some relevant ideas, theories, debates and information. Engaged personal response.
4 (16-20 marks)	<p>Basic ability to present ideas within the conceptual framework.</p> <p>Solid knowledge of the chosen texts with useful illustration and exemplification. Adequate understanding of how the techniques used convey the makers' intentions.</p> <p>Basic use of terminology.</p>	Satisfactory awareness and understanding of some relevant ideas, theories, debates and information. Sound personal response.
3 (11-15 marks)	<p>Ideas expressed clearly but scant evidence of the conceptual framework.</p> <p>Basic knowledge of the chosen texts with some useful illustration. Limited reference to how techniques convey the makers' intentions.</p> <p>Very basic use of terminology.</p>	Limited understanding of some relevant ideas, theories, debates and information. Simple personal response.



**Unit 2: Textual Topics in Contemporary Media: Question 2 (a) continued.**

2 (6-10 marks)	Ideas presented in a mainly descriptive way. Rudimentary knowledge of the chosen texts lacking specific textual references. Little reference to how techniques convey the makers' intentions.	Rudimentary understanding of relevant ideas, theories, debates and information. Superficial response.
1 (0-5 marks)	There may be one or two isolated points of some relevance: <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>	Next to no awareness or understanding of any ideas, theories, debates and information.

**Unit 2: Textual Topics in Contemporary Media: Question 2 (b)****(30 marks)**

**Do you think that John Grierson’s definition of documentary as “the creative treatment of actuality” still holds true?**

**Support your answer with detailed reference to documentary texts, including at least one made before 1990.**

<b>Level</b>	<b>AO1</b>	<b>AO3 i</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, application and evaluation of major ideas, theories, debates and information relevant to the study of contemporary media.</i>
6 (26-30 marks)	<p>Confident conceptual exploration. Well developed discussion.</p> <p>Thorough knowledge of the chosen texts with good illustration and exemplification. Clear understanding of how documentary makers “create actuality”.</p> <p>Competent use of appropriate terminology.</p>	<p>Critical understanding of some relevant ideas, theories, debates and information. Confident evaluation and personal response.</p>
5 (21-25 marks)	<p>Focussed discussion using the conceptual framework.</p> <p>Sound knowledge of the chosen texts with sound illustration and exemplification. Satisfactory understanding of how documentary makers “create actuality”.</p> <p>Adequate use of terminology.</p>	<p>Sound understanding of some relevant ideas, theories, debates and information. Engaged personal response.</p>
4 (16-20 marks)	<p>Basic ability to present ideas within the conceptual framework.</p> <p>Solid knowledge of the chosen texts with useful illustration and exemplification. Adequate understanding of how documentary makers “create actuality”.</p> <p>Basic use of terminology.</p>	<p>Satisfactory awareness and understanding of some relevant ideas, theories, debates and information. Sound personal response.</p>
3 (11-15 marks)	<p>Ideas expressed clearly but scant evidence of the conceptual framework.</p> <p>Basic knowledge of the chosen texts with some useful illustration. Limited reference to how documentary makers “create actuality”.</p> <p>Very basic use of terminology.</p>	<p>Limited understanding of some relevant ideas, theories, debates and information. Simple personal response.</p>

**Unit 2: Textual Topics in Contemporary Media: Question 2 (b) continued.**

2 (6-10 marks)	Ideas presented in a mainly descriptive way. Rudimentary knowledge of the chosen texts lacking specific textual references. Little reference to how documentary makers “create actuality”.	Rudimentary understanding of relevant ideas, theories, debates and information. Superficial response.
1 (0-5 marks)	There may be one or two isolated points of some relevance: <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>	Next to no awareness or understanding of any ideas, theories, debates and information.

**Unit 2: Textual Topics in Contemporary Media: Question 3 (a)****(30 marks)**

**Advertisers and marketeers are always seeking new ways to get their messages across to increasingly sophisticated media consumers.**

**Describe and illustrate three promotional techniques. Explain how such techniques might successfully reach their target audiences.**

*(These techniques might include sponsorship, events, use of celebrities, guerrilla and ambush marketing, viral marketing, product placement, amongst others.)*

<b>Level</b>	<b>AO1</b>	<b>AO3 i</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, application and evaluation of major ideas, theories, debates and information relevant to the study of contemporary media.</i>
6 (26-30 marks)	Confident conceptual exploration. Well developed discussion.  Thorough knowledge of the chosen techniques with good illustration and exemplification. Clear understanding of how the three selected promotional techniques help advertisers reach their target audiences.  Competent use of appropriate terminology.	Critical understanding of some relevant ideas, theories, debates and information. Confident evaluation and personal response.
5 (21-25 marks)	Focussed discussion using the conceptual framework.  Sound knowledge of the chosen techniques with sound illustration and exemplification. Satisfactory understanding of how the three selected promotional techniques help advertisers reach their target audiences.  Adequate use of terminology.	Sound understanding of some relevant ideas, theories, debates and information. Engaged personal response.
4 (16-20 marks)	Basic ability to present ideas within the conceptual framework.  Solid knowledge of the chosen techniques with useful illustration and exemplification. Adequate understanding of how the three selected promotional techniques help advertisers reach their target audiences.  Basic use of terminology.	Satisfactory awareness and understanding of some relevant ideas, theories, debates and information. Sound personal response.

**Unit 2: Textual Topics in Contemporary Media: Question 3 (a) continued.**

3 (11-15 marks)	<p>Ideas expressed clearly but scant evidence of the conceptual framework.</p> <p>Basic knowledge of the chosen techniques with some useful illustration. Limited reference to how the selected promotional techniques reach their target audiences.</p> <p>Very basic use of terminology.</p>	<p>Limited understanding of some relevant ideas, theories, debates and information. Simple personal response.</p>
2 (6-10 marks)	<p>Ideas presented in a mainly descriptive way.</p> <p>Rudimentary knowledge of the chosen techniques lacking specific textual references. Little reference to how the selected promotional techniques reach their target audiences.</p>	<p>Rudimentary understanding of relevant ideas, theories, debates and information. Superficial response.</p>
1 (0-5 marks)	<p>There may be one or two isolated points of some relevance:</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>Next to no awareness or understanding of any ideas, theories, debates and information.</p>

**Unit 2: Textual Topics in Contemporary Media: Question 3 (b)****(30 marks)**

**“A brand is an experience, the mere mention of which will immediately trigger a host of images, thoughts and expectations in the consumer.” (Michael Peters, branding specialist in *The Guardian* 21/8/2002.)**

**Discuss this statement with reference to the experience offered by a well known brand or brands. Support your answer with detailed textual illustration.**

<b>Level</b>	<b>AO1</b>	<b>AO3 i</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, application and evaluation of major ideas, theories, debates and information relevant to the study of contemporary media.</i>
6 (26-30 marks)	<p>Confident conceptual exploration. Well developed discussion.</p> <p>Thorough knowledge of the chosen brand(s) with good and detailed illustration and exemplification. Clear understanding of how advertisers use branding to affect consumers.</p> <p>Competent use of appropriate terminology.</p>	Critical understanding of some relevant ideas, theories, debates and information. Confident evaluation and personal response.
5 (21-25 marks)	<p>Focussed discussion using the conceptual framework.</p> <p>Sound knowledge of the chosen brand(s) with sound and detailed illustration and exemplification. Satisfactory understanding of how advertisers use branding to affect consumers.</p> <p>Adequate use of terminology.</p>	Sound understanding of some relevant ideas, theories, debates and information. Engaged personal response.
4 (16-20 marks)	<p>Basic ability to present ideas within the conceptual framework.</p> <p>Solid knowledge of the chosen brand(s) with useful, detailed illustration and exemplification. Adequate understanding of how advertisers use branding to affect consumers.</p> <p>Basic use of terminology.</p>	Satisfactory awareness and understanding of some relevant ideas, theories, debates and information. Sound personal response.
3 (11-15 marks)	<p>Ideas expressed clearly but scant evidence of the conceptual framework.</p> <p>Basic knowledge of the chosen brand(s) with some useful illustration. Limited reference to how branding affects consumers.</p> <p>Very basic use of terminology.</p>	Limited understanding of some relevant ideas, theories, debates and information. Simple personal response.

**Unit 2: Textual Topics in Contemporary Media: Question 3 (b) continued.**

2 (6-10 marks)	Ideas presented in a mainly descriptive way. Rudimentary knowledge of the chosen brand(s) lacking specific textual references. Little reference to how branding affects consumers.	Rudimentary understanding of relevant ideas, theories, debates and information. Superficial response.
1 (0-5 marks)	There may be one or two isolated points of some relevance: <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>	Next to no awareness or understanding of any ideas, theories, debates and information.

**Unit 2: Textual Topics in Contemporary Media: Question 4 (a)****(30 marks)**

**Account for the differences in content and style between local and national newspapers. Support your answer with relevant examples.**

<b>Level</b>	<b>AO1</b>	<b>AO3 i</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, application and evaluation of major ideas, theories, debates and information relevant to the study of contemporary media.</i>
6 (26-30 marks)	<p>Confident conceptual exploration. Well developed discussion.</p> <p>Thorough knowledge of the chosen texts with good illustration and exemplification. Clear understanding of the differences in content and style and the reasons for them.</p> <p>Competent use of appropriate terminology.</p>	<p>Critical understanding of some relevant ideas, theories, debates and information.</p> <p>Confident evaluation and personal response.</p>
5 (21-25 marks)	<p>Focussed discussion using the conceptual framework.</p> <p>Sound knowledge of the chosen texts with sound illustration and exemplification. Satisfactory understanding of the differences in content and style and the reasons for them.</p> <p>Adequate use of terminology.</p>	<p>Sound understanding of some relevant ideas, theories, debates and information. Engaged personal response.</p>
4 (16-20 marks)	<p>Basic ability to present ideas within the conceptual framework.</p> <p>Solid knowledge of the chosen texts with useful illustration and exemplification. Adequate understanding of the differences in content and style and the reasons for them.</p> <p>Basic use of terminology.</p>	<p>Satisfactory awareness and understanding of some relevant ideas, theories, debates and information. Sound personal response.</p>
3 (11-15 marks)	<p>Ideas expressed clearly but scant evidence of the conceptual framework.</p> <p>Basic knowledge of the chosen texts with some useful illustration. Limited reference to the differences in content and style and the reasons for them.</p> <p>Very basic use of terminology.</p>	<p>Limited understanding of some relevant ideas, theories, debates and information.</p> <p>Simple personal response.</p>



**Unit 2: Textual Topics in Contemporary Media: Question 4 (a) continued.**

2 (6-10 marks)	<p>Ideas presented in a mainly descriptive way.</p> <p>Rudimentary knowledge of the chosen texts lacking specific textual references. Little reference to the differences in content and style and the reasons for them.</p>	<p>Rudimentary understanding of relevant ideas, theories, debates and information.</p> <p>Superficial response.</p>
1 (0-5 marks)	<p>There may be one or two isolated points of some relevance:</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>Next to no awareness or understanding of any ideas, theories, debates and information.</p>

**Unit 2: Textual Topics in Contemporary Media: Question 4 (b)****(30 marks)****Analyse and evaluate in detail the press coverage of a recent issue or story.**

<b>Level</b>	<b>AO1</b>	<b>AO3 i</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, application and evaluation of major ideas, theories, debates and information relevant to the study of contemporary media.</i>
6 (26-30 marks)	<p>Confident conceptual exploration. Well developed discussion.</p> <p>Thorough knowledge of the chosen issue or story with good and detailed illustration and exemplification. Clear understanding and evaluation of how the press cover a story/issue.</p> <p>Competent use of appropriate terminology.</p>	Critical understanding of some relevant ideas, theories, debates and information. Confident evaluation and personal response.
5 (21-25 marks)	<p>Focussed discussion using the conceptual framework.</p> <p>Sound knowledge of the chosen issue or story with sound and detailed illustration and exemplification. Satisfactory understanding and evaluation of how the press cover a story/issue.</p> <p>Adequate use of terminology.</p>	Sound understanding of some relevant ideas, theories, debates and information. Engaged personal response.
4 (16-20 marks)	<p>Basic ability to present ideas within the conceptual framework.</p> <p>Solid knowledge of the chosen issue or story with useful, detailed illustration and exemplification. Adequate understanding and evaluation of how the press cover a story/issue.</p> <p>Basic use of terminology.</p>	Satisfactory awareness and understanding of some relevant ideas, theories, debates and information. Sound personal response.
3 (11-15 marks)	<p>Ideas expressed clearly but scant evidence of the conceptual framework.</p> <p>Basic knowledge of the chosen issue or story with some useful illustration.</p> <p>Limited understanding and evaluation of how the press cover a story/issue.</p> <p>Very basic use of terminology.</p>	Limited understanding of some relevant ideas, theories, debates and information. Simple personal response.

**Unit 2: Textual Topics in Contemporary Media: Question 4 (b) continued.**

2 (6-10 marks)	Ideas presented in a mainly descriptive way. Rudimentary knowledge of the chosen issue or story but lacking specific textual references. Little reference to how the press cover a story/issue.	Rudimentary understanding of relevant ideas, theories, debates and information. Superficial response.
1 (0-5 marks)	There may be one or two isolated points of some relevance: <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>	Next to no awareness or understanding of any ideas, theories, debates and information.

### Additional Comments for Examiners

**For each question in this paper it is the knowledge and application (to texts and topics) of the Key Concepts used in Media Studies that are primarily assessed by the mark scheme. The subsidiary assessment criterion is that of the degree of ideas, theories, debates and information relevant to the topic, but for candidates to do really well the information and ideas must be supported by evaluation of the texts themselves.**

#### Question 1(a)

This is an opportunity for candidates to demonstrate knowledge and understanding of two specific texts. There will be a large number of texts accessed and better answers will demonstrate first hand engagement with the texts themselves and the ability to consider how audiences read the conventions of the moving image. At a basic level, candidates will describe the opening sequences/scene and the ways in which the characters and the conflict are conveyed to the viewer. When discussing television fiction it is likely that the title sequence itself will be included in the analysis.

Good answers will show a detailed understanding of the language of the moving image and how mise-en-scène, camera shots, angles, cuts etc. and sound contribute to the important establishment of the fictional world of the texts. Clues, hooks, enigmas and indeed one or more of the narrative theories may be discussed. Very good answers will frame their analysis within a wide conceptual approach and may refer to narrative patterns, generic conventions and representation issues.

Candidates may well discuss how audience expectations are fulfilled by describing the text further, but the question does not stipulate that this must be done.

#### Question 1(b)

A detailed reading should be provided via the Key Concepts and not be just textual analysis. In order to produce a reading candidates should show understanding of the language of the moving image, the generic conventions and the narrative of the chosen text.

Depending on the text chosen, the reading will be focussed on the originality of the theme (values, representation, “alternativeness”...) or perhaps an original way of dealing with a familiar theme (interpreting the question as originality of treatment of a theme); or concentrating on a technique (CGI, SFX, narrative device).

At a basic level, answers will simply assert that a feature of the text is particularly noteworthy. Good answers may evaluate the originality/innovation in the context of other texts and should be well rewarded for this. Weaker answers may simply re-tell the story, describe rather than evaluate and produce a response which ignores the conceptual framework.

#### Question 2(a)

At a very basic level candidates will simply present a reading of two documentaries in terms of one or more of the following factors: content, format, theme, values, function etc. and outline some documentary techniques. Better candidates may widen the discussion to explore generic conventions and debates around representation and ideology.

Discriminators will be in:

- the amount of knowledge and understanding of the aims of each documentary;
- the depth of understanding of the mediating effect of stylistic choices;
- most importantly, the knowledge of the techniques themselves and an understanding of how they work;

- the level of textual illustration from the two chosen documentaries.

Good answers will be underpinned by the conceptual approach, which will be applied to the evaluation of the techniques and show knowledge and understanding of documentary debates and ideas.

### **Question 2(b)**

Candidates may say yes or no. This question invites a discussion on realism.

Candidates could be expected to give examples of documentary techniques and practices. The obvious ones are, of course, editing, choices of photography, effect of music, conventions such as voice-over and captions, narrative structures and devices including the use of ‘characters’. This is not a check list and candidates may develop one element and discuss it in relation to what a documentary is and what a documentary does. Documentary texts drawn into the debate may be from a range of documentary styles or show the development of the documentary over time.

Average answers will present ideas using the conceptual framework and show a clear understanding of the relevant topic debates. Strong answers might be expected to engage in a discussion of “the creative treatment of actuality”, and/or to explore institutional and/or audience issues. Technological developments and other topic information may be produced.

Key differentiators are familiarity with the texts themselves and the understanding of the production and reception of documentaries.

### **Question 3(a)**

This is a straightforward opportunity for candidates to demonstrate knowledge and understanding of the topic area and detailed knowledge of advertising and marketing texts. A key to assessment is the extent to which candidates understand the techniques and the detail of the textual illustration.

Stronger answers will show a detailed knowledge of specific texts and a clear understanding of the role promotional techniques play within a marketing campaign. They will attempt to explain their function in contemporary marketing practice. Candidates who can differentiate between the impact of the more covert techniques and those of more conventional methods should be highly rewarded.

The Key Concepts particularly relevant to this question are audience and institution. Weaker answers may ignore the statement and simply describe and illustrate examples of promotional techniques.

Although the question is targeted to evoke knowledge of covert techniques, direct advertising could be made relevant if the techniques used are ‘new ways’.

### **Question 3(b)**

All candidates should be able to outline the images associated with particular brands and provide textual illustration from advertising/marketing texts. (Visual image, soundtrack, use of celebrity, logo, etc.) Average answers may give an explanation of the promise of the brand(s) and better ones will perhaps give a more detailed analysis of the brand image, commenting on the techniques and practices employed by the advertising/marketing industry.

Candidates should apply the conceptual framework rather than merely describe a series of advertisements. Audience and institution are likely to be discussed in varying detail in all but the weakest answers. Good answers will make links between the images, thoughts and expectations and the target audience. Very good answers may contextualise the brand within its field (Nike and sports advertising, Stella Artois and other beer brands). Sophisticated answers may include an exploration of the power of brands in the marketplace and/or apply relevant theories to their analysis.

Candidates who pick up and explore ‘experience’ and ‘expectations’ and relate this to the consumer should be generously rewarded.

#### **Question 4(a)**

Candidates may tackle the question by comparing two specific newspapers, a local and a daily, or by discussing a range of national and local newspapers. In some cases the local newspaper discussed may be a daily morning, daily evening, weekly or a ‘free’ newspaper. To answer well candidates should demonstrate a knowledge of the content, style, news and entertainment values of the British Press and the ability to use the relevant terminology related to the topic area.

Weaker answers may describe some obvious differences but fail to account for them using the conceptual framework. Generic, audience and institutional issues are particularly relevant to the question. Candidates applying appropriate theories of audience should be rewarded.

The question calls for a range of examples from local and national newspapers. Good answers will show a convincing knowledge of the papers themselves and their construction. Examples may lack textual detail but must be real and not hypothetical. Good answers may discuss ideas relating to audience segmentation in terms of news and entertainment values; differences in content and style of address; the relationship of a newspaper with its readers; its stance on community or political issues. There is scope for candidates to explore such issues as press ideology and press ownership.

#### **Question 4(b)**

Good answers will demonstrate some detailed knowledge, including specific textual detail such as headline, named journalist or editor, position of story in paper, of a particular issue (e.g. war with Iraq, congestion charges, asylum seekers etc.) or a news story (e.g. murder investigation/trial, celebrity saga etc.)

One might expect the issue or story to have been covered by one newspaper over a period of time **or** several newspapers over a shorter period of time. Candidates who analyse and evaluate one story in one newspaper are likely to show limited understanding of topic debates and ideas.

The discriminators are the evaluation of the press coverage via the conceptual framework and the relevant topic theories/ideas. There is scope to discuss the language/layout/use of photographs related to the paper(s) and the story; ways in which the reader is addressed; representation issues including bias and audience consumption issues; and the relevant institutional framework (including generic issues relating to tabloid/broadsheet, news values). However, it is unlikely that all these will be discussed. Answers that rise above the merely descriptive and evaluate the press coverage using a wider framework should be rewarded.

Weaker answers will have a less detailed knowledge of the story and the papers in which it has been covered and/or describe rather than analyse and evaluate.