

GCE 2005

January Series



Mark Scheme

Media Studies

(MED4)

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 to download from the AQA Website:
www.aqa.org.uk

Copyright © 2005 AQA and its licensors. All rights reserved.

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.

The Assessment and Qualifications Alliance (AQA) is a company limited by guarantee registered in England and Wales 3644723 and a registered charity number 1073334. Registered address AQA, Devas Street, Manchester. M15 6EX.

Dr Michael Cresswell Director General

A2 MEDIA STUDIES (MED4)**MARK SCHEME – JANUARY 2005**

This unit addresses the following assessment objectives:

- 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.

Weighting of Assessment Objectives	
A01	2 ½ %
A02	7 ½ %
A03i	5 %
Total	15 %

Question 1(a)**(30 marks)****Discuss the impact of recent changes in the production and presentation of news.****Level 6 (26-30 marks)**

The answer shows confident and appropriate discussion, references a wide range of contextual influences and provides detailed illustration which demonstrates a comprehensive knowledge and understanding of current ideas, theories, debates or information about recent changes in the production and presentation of news. An engaged response, clearly organised and presented, with detailed and appropriate exemplification.

Level 5 (21-25 marks)

The answer shows competent and appropriate personal discussion, references a wide range of contextual influences and provides competent illustration which demonstrates proficient knowledge and understanding of current ideas, theories, debates or information about recent changes in the production and presentation of news. An engaged personal response, well organised and presented, with competent and appropriate exemplification.

Level 4 (16-20 marks)

The answer shows sound personal discussion, references a range of contextual influences and provides sound illustration which demonstrates solid knowledge and understanding of current ideas, theories, debates or information about recent changes in the production and presentation of news. A generally sound personal response, competently organised and presented, with sound exemplification.

Level 3 (11-15 marks)

The answer shows some personal discussion based on a consideration of contextual factors and provides some illustration which demonstrates sketchy knowledge and understanding of current ideas, theories, debates or information about recent changes in the production and presentation of news. A simple personal response, competently organised with some relevant exemplification.

Level 2 (6-10 marks)

Illustration is basic with little or no knowledge or understanding of current ideas, theories, debates or information about recent changes in the production and presentation of news. A superficial and/or confused response with little relevant exemplification.

Level 1 (0-5 marks)

There may be one or two isolated points of some relevance such as some knowledge or application of Key Concepts, any attempt to answer the question or any exemplification. The answer shows next to no awareness of any ideas, theories, debates or information about recent changes in the production and presentation of news.

Question 1(b)**(30 marks)****Which factors cause the news agenda to differ from day to day?****Level 6 (26-30 marks)**

The answer shows confident and appropriate analysis, references a wide range of contextual influences and provides detailed illustration which demonstrates a comprehensive knowledge and understanding of current ideas, theories, debates or information about the process of news selection and why it varies from day to day. An engaged response, clearly organised and presented, with detailed and appropriate exemplification.

Level 5 (21-25 marks)

The answer shows competent and appropriate personal analysis, references a wide range of contextual influences and provides competent illustration which demonstrates proficient knowledge and understanding of current ideas, theories, debates or information about the process of news selection and why it varies from day to day. An engaged personal response, well organised and presented, with competent and appropriate exemplification.

Level 4 (16-20 marks)

The answer shows sound personal analysis, references a range of contextual influences and provides sound illustration which demonstrates solid knowledge and understanding of current ideas, theories, debates or information about the process of news selection and why it varies from day to day. A generally sound personal response, competently organised and presented, with sound exemplification.

Level 3 (11-15 marks)

The answer shows some personal analysis based on a consideration of contextual factors and provides some illustration which demonstrates sketchy knowledge and understanding of current ideas, theories, debates or information about the process of news selection and why it varies from day to day. A simple personal response, competently organised with some relevant exemplification.

Level 2 (6-10 marks)

Illustration is basic with little or no knowledge or understanding of current ideas, theories, debates or information about the process of news selection and why it varies from day to day. A superficial and/or confused response with little relevant exemplification.

Level 1 (0-5 marks)

There may be one or two isolated points of some relevance such as some knowledge or application of Key Concepts, any attempt to answer the question or any exemplification. The answer shows next to no awareness of any ideas, theories, debates or information about the process of news selection and why it varies from day to day.

Question 2(a)**(30 marks)****“Stereotypes can be very powerful and trigger strong emotional responses.”****Discuss with reference to a range of texts.****Level 6 (26-30 marks)**

The answer shows confident and appropriate discussion, references a wide range of contextual influences and provides detailed illustration which demonstrates a comprehensive knowledge and understanding of current ideas, theories, debates or information about how and why stereotypes trigger emotional responses. An engaged response, clearly organised and presented, with detailed and appropriate exemplification.

Level 5 (21-25 marks)

The answer shows competent and appropriate personal discussion, references a wide range of contextual influences and provides competent illustration which demonstrates proficient knowledge and understanding of current ideas, theories, debates or information about how and why stereotypes trigger emotional responses. An engaged personal response, well organised and presented, with competent and appropriate exemplification.

Level 4 (16-20 marks)

The answer shows sound personal discussion, references a range of contextual influences and provides sound illustration which demonstrates solid knowledge and understanding of current ideas, theories, debates or information about how and why stereotypes trigger emotional responses. A generally sound personal response, competently organised and presented, with sound exemplification.

Level 3 (11-15 marks)

The answer shows some personal discussion based on a consideration of contextual factors and provides some illustration which demonstrates sketchy knowledge and understanding of current ideas, theories, debates or information about how and why stereotypes trigger emotional responses. A simple personal response, competently organised with some relevant exemplification.

Level 2 (6-10 marks)

Illustration is basic with little or no knowledge or understanding of current ideas, theories, debates or information about how and/or why stereotypes trigger emotional responses. A superficial and/or confused response with little relevant exemplification.

Level 1 (0-5 marks)

There may be one or two isolated points of some relevance such as some knowledge or application of Key Concepts, any attempt to answer the question or any exemplification. The answer shows next to no awareness of any ideas, theories, debates or information about how and/or why stereotypes trigger emotional responses.

Question 2(b)**(30 marks)**

Account for some of the recent changes in the representations of a social group or place that you have studied.

Level 6 (26-30 marks)

The answer shows confident and appropriate analysis, references a wide range of contextual influences and provides detailed illustration which demonstrates a comprehensive knowledge and understanding of current ideas, theories, debates or information about recent changes in the representations of a social group or place. An engaged response, clearly organised and presented, with detailed and appropriate exemplification.

Level 5 (21-25 marks)

The answer shows competent and appropriate personal analysis, references a wide range of contextual influences and provides competent illustration which demonstrates proficient knowledge and understanding of current ideas, theories, debates or information about recent changes in the representations of a social group or place. An engaged personal response, well organised and presented, with competent and appropriate exemplification.

Level 4 (16-20 marks)

The answer shows sound personal analysis, references a range of contextual influences and provides sound illustration which demonstrates solid knowledge and understanding of current ideas, theories, debates or information about recent changes in the representations of a social group or place. A generally sound personal response, competently organised and presented, with sound exemplification.

Level 3 (11-15 marks)

The answer shows some personal analysis based on a consideration of contextual factors and provides some illustration which demonstrates sketchy knowledge and understanding of current ideas, theories, debates or information about recent changes in the representations of a social group or place. A simple personal response, competently organised with some relevant exemplification.

Level 2 (6-10 marks)

Illustration is basic with little or no knowledge or understanding of current ideas, theories, debates or information about recent changes in the representations of a social group or place. A superficial and/or confused response with little relevant exemplification.

Level 1 (0-5 marks)

There may be one or two isolated points of some relevance such as some knowledge or application of Key Concepts, any attempt to answer the question or any exemplification. The answer shows next to no awareness of any ideas, theories, debates or information about recent changes in the representations of a social group or place.

Question 3(a)**(30 marks)**

Are genre texts produced because their audiences are comfortable with the repetition of formulas?

Level 6 (26-30 marks)

The answer shows confident and appropriate discussion, references a wide range of contextual influences and provides detailed illustration which demonstrates a comprehensive knowledge and understanding of current ideas, theories, debates or information about whether audiences are comfortable with the repetition of generic formulas. An engaged response, clearly organised and presented, with detailed and appropriate exemplification.

Level 5 (21-25 marks)

The answer shows competent and appropriate personal discussion, references a wide range of contextual influences and provides competent illustration which demonstrates proficient knowledge and understanding of current ideas, theories, debates or information about whether audiences are comfortable with the repetition of generic formulas. An engaged personal response, well organised and presented, with competent and appropriate exemplification.

Level 4 (16-20 marks)

The answer shows sound personal discussion, references a range of contextual influences and provides sound illustration which demonstrates solid knowledge and understanding of current ideas, theories, debates or information about whether audiences are comfortable with the repetition of generic formulas. A generally sound personal response, competently organised and presented, with sound exemplification.

Level 3 (11-15 marks)

The answer shows some personal discussion based on a consideration of contextual factors and provides some illustration which demonstrates sketchy knowledge and understanding of current ideas, theories, debates or information about whether audiences are comfortable with the repetition of generic formulas. A simple personal response, competently organised with some relevant exemplification.

Level 2 (6-10 marks)

Illustration is basic with little or no knowledge or understanding of current ideas, theories, debates or information about whether audiences are comfortable with the repetition of generic formulas. A superficial and/or confused response with little relevant exemplification.

Level 1 (0-5 marks)

There may be one or two isolated points of some relevance such as some knowledge or application of Key Concepts, any attempt to answer the question or any exemplification. The answer shows next to no awareness of any ideas, theories, debates or information about whether audiences are comfortable with the repetition of generic formulas.

Question 3(b)**(30 marks)****Is there a place for innovation within contemporary genre?****Provide examples throughout your answer.****Level 6 (26-30 marks)**

The answer shows confident and appropriate discussion, references a wide range of contextual influences and provides detailed illustration which demonstrates a comprehensive knowledge and understanding of current ideas, theories, debates or information about innovation and contemporary genre. An engaged response, clearly organised and presented, with detailed and appropriate exemplification.

Level 5 (21-25 marks)

The answer shows competent and appropriate personal discussion, references a wide range of contextual influences and provides competent illustration which demonstrates proficient knowledge and understanding of current ideas, theories, debates or information about innovation and contemporary genre. An engaged personal response, well organised and presented, with competent and appropriate exemplification.

Level 4 (16-20 marks)

The answer shows sound personal discussion, references a range of contextual influences and provides sound illustration which demonstrates solid knowledge and understanding of current ideas, theories, debates or information about innovation and contemporary genre. A generally sound personal response, competently organised and presented, with sound exemplification.

Level 3 (11-15 marks)

The answer shows some personal discussion based on a consideration of contextual factors and provides some illustration which demonstrates sketchy knowledge and understanding of current ideas, theories, debates or information about innovation and contemporary genre. A simple personal response, competently organised with some relevant exemplification.

Level 2 (6-10 marks)

Illustration is basic with little or no knowledge or understanding of current ideas, theories, debates or information about innovation and contemporary genre. A superficial and/or confused response with little relevant exemplification.

Level 1 (0-5 marks)

There may be one or two isolated points of some relevance such as some knowledge or application of Key Concepts, any attempt to answer the question or any exemplification. The answer shows next to no awareness of any ideas, theories, debates or information about innovation and contemporary genre.

Question 4(a)**(30 marks)****“Audience participation is the main appeal of Reality TV.”****Discuss.****Level 6 (26-30 marks)**

The answer shows confident and appropriate discussion, references a wide range of contextual influences and provides detailed illustration which demonstrates a comprehensive knowledge and understanding of current ideas, theories, debates or information about the reasons for the popularity of Reality TV for television audiences. An engaged response, clearly organised and presented, with detailed and appropriate exemplification.

Level 5 (21-25 marks)

The answer shows competent and appropriate personal discussion, references a wide range of contextual influences and provides competent illustration which demonstrates proficient knowledge and understanding of current ideas, theories, debates or information about the reasons for the popularity of Reality TV for television audiences. An engaged personal response, well organised and presented, with competent and appropriate exemplification.

Level 4 (16-20 marks)

The answer shows sound personal discussion, references a range of contextual influences and provides sound illustration which demonstrates solid knowledge and understanding of current ideas, theories, debates or information about the reasons for the popularity of Reality TV for television audiences. A generally sound personal response, competently organised and presented, with sound exemplification.

Level 3 (11-15 marks)

The answer shows some personal discussion based on a consideration of contextual factors and provides some illustration which demonstrates sketchy knowledge and understanding of current ideas, theories, debates or information about the reasons for the popularity of Reality TV for television audiences. A simple personal response, competently organised with some relevant exemplification.

Level 2 (6-10 marks)

Illustration is basic with little or no knowledge or understanding of current ideas, theories, debates or information about the reasons for the popularity of Reality TV for television audiences. A superficial and/or confused response with little relevant exemplification.

Level 1 (0-5 marks)

There may be one or two isolated points of some relevance such as some knowledge or application of Key Concepts, any attempt to answer the question or any exemplification. The answer shows next to no awareness of any ideas, theories, debates or information about the reasons for the popularity of Reality TV for television audiences.

Question 4(b)**(30 marks)****Do active theories of audience deny the power of the media?****Level 6 (26-30 marks)**

The answer shows confident and appropriate evaluation, references a wide range of contextual influences and provides detailed illustration which demonstrates a comprehensive knowledge and understanding of current ideas, debates or information about different theories of audience and media power. An engaged response, clearly organised and presented, with detailed and appropriate exemplification.

Level 5 (21-25 marks)

The answer shows competent and appropriate personal evaluation, references a wide range of contextual influences and provides competent illustration which demonstrates proficient knowledge and understanding of current ideas, debates or information about different theories of audience and media power. An engaged personal response, well organised and presented, with competent and appropriate exemplification.

Level 4 (16-20 marks)

The answer shows sound personal evaluation, references a range of contextual influences and provides sound illustration which demonstrates solid knowledge and understanding of current ideas, debates or information about different theories of audience and media power. A generally sound personal response, competently organised and presented, with sound exemplification.

Level 3 (11-15 marks)

The answer shows some personal evaluation based on a consideration of contextual factors and provides some illustration which demonstrates sketchy knowledge and understanding of current ideas, debates or information about different theories of audience and media power. A simple personal response, competently organised with some relevant exemplification.

Level 2 (6-10 marks)

Illustration is basic with little or no knowledge or understanding of current ideas, debates or information about different theories of audience and media power. A superficial and/or confused response with little relevant exemplification.

Level 1 (0-5 marks)

There may be one or two isolated points of some relevance such as some knowledge or application of Key Concepts, any attempt to answer the question or any exemplification. The answer shows next to no awareness of any ideas, debates or information about different theories of audience and media power.