



General Certificate of Education

Media Studies

MED4

Mark Scheme

January examination – 2006 series

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.

Texts and Contexts in the Media (MED4)

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 %

Quality of Written Communication

Examiners should reward responses which are well organised, clearly expressed and use appropriate terminology.

Question 1(a)

(30 marks)

Consider the impact of recent developments in technology on the production, distribution and reception of news.”

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 comprehensive knowledge and understanding of current ideas, theories, debates or information about the impact of new technology on the production, distribution and reception 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 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 impact of new technology on the production, distribution and reception of news. An engaged personal response, well organised and presented, with competent and appropriate exemplification.

Level 4 (16-20 marks)

The answer shows sound 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 impact of new technology on the production, distribution and reception of news. A generally sound personal response, competently organised and presented, with sound exemplification.

Level 3 (11-15 marks)

The answer shows some 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 impact of new technology on the production, distribution and reception 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 the impact of new technology on the production, distribution and reception 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.

Question 1(b)

(30 marks)

“News values are the same across all media texts.”

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 comprehensive knowledge and understanding of current ideas, theories, debates or information about the factors influencing the selection of news across different media texts. An engaged response, clearly organised and presented, with detailed and appropriate exemplification.

Level 5 (21-25 marks)

The answer shows competent and appropriate 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 factors influencing the selection of news across different media texts. An engaged personal response, well organised and presented, with competent and appropriate exemplification.

Level 4 (16-20 marks)

The answer shows sound 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 factors influencing the selection of news across different media texts. A generally sound personal response, competently organised and presented, with sound exemplification.

Level 3 (11-15 marks)

The answer shows some 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 factors influencing the selection of news across different media texts. 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 factors influencing the selection 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.

Question 2(a)

(30 marks)

“Media stereotypes are resistant to change.”

Discuss arguments for and against this view.

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 comprehensive knowledge and understanding of current ideas, theories, debates or information about whether media stereotypes are resistant to change. An engaged response, clearly organised and presented, with detailed and appropriate exemplification.

Level 5 (21-25 marks)

The answer shows competent and appropriate 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 media stereotypes are resistant to change. An engaged personal response, well organised and presented, with competent and appropriate exemplification.

Level 4 (16-20 marks)

The answer shows sound 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 media stereotypes are resistant to change. A generally sound personal response, competently organised and presented, with sound exemplification.

Level 3 (11-15 marks)

The answer shows some 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 media stereotypes are resistant to change. 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 media stereotypes are resistant to change. 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.

Question 2(b)

(30 marks)

“Alternative representations of social groups or places are not possible.”

How far do you believe this to be true?

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 comprehensive knowledge and understanding of current ideas, theories, debates or information about alternative representations of a social group or place and whether they are possible or not. An engaged response, clearly organised and presented, with detailed and appropriate exemplification.

Level 5 (21-25 marks)

The answer shows competent and appropriate evaluation, 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 alternative representations of a social group or place and whether they are possible or not. An engaged personal response, well organised and presented, with competent and appropriate exemplification.

Level 4 (16-20 marks)

The answer shows sound evaluation, references a range of contextual influences and provides sound illustration which demonstrates solid knowledge and understanding of current ideas, theories, debates or information about alternative representations of a social group or place and whether they are possible or not. A generally sound personal response, competently organised and presented, with sound exemplification.

Level 3 (11-15 marks)

The answer shows some evaluation 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 alternative representations of a social group or place and whether they are possible or not. 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 alternative 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.

Question 3(a)

(30 marks)

Genre texts have sometimes been criticised for being predictable and unimaginative.

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 comprehensive knowledge and understanding of current ideas, theories, debates or information about whether or not genre texts are predictable and unimaginative. An engaged response, clearly organised and presented, with detailed and appropriate exemplification.

Level 5 (21-25 marks)

The answer shows competent and appropriate 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 or not genre texts are predictable and unimaginative. An engaged personal response, well organised and presented, with competent and appropriate exemplification.

Level 4 (16-20 marks)

The answer shows sound 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 or not genre texts are predictable and unimaginative. A generally sound personal response, competently organised and presented, with sound exemplification.

Level 3 (11-15 marks)

The answer shows some 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 or not genre texts are predictable and unimaginative. 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 or not genre texts are predictable and unimaginative. 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.

Question 3(b)

(30 marks)

Recent developments in genre have included the emergence of parody, pastiche and hybrid forms.

Show how such developments have influenced the nature of media texts.

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 comprehensive knowledge and understanding of current ideas, theories, debates or information about how recent genre developments have influenced the nature of media texts. An engaged response, clearly organised and presented, with detailed and appropriate exemplification.

Level 5 (21-25 marks)

The answer shows competent and appropriate 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 how recent genre developments have influenced the nature of media texts. An engaged personal response, well organised and presented, with competent and appropriate exemplification.

Level 4 (16-20 marks)

The answer shows sound 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 how recent genre developments have influenced the nature of media texts. A generally sound personal response, competently organised and presented, with sound exemplification.

Level 3 (11-15 marks)

The answer shows some 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 how recent genre developments have influenced the nature of media texts. 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 recent genre developments have influenced the nature of media texts. 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.

Question 4(a)

(30 marks)

“We are all voyeurs now, or so it would appear if contemporary television output is anything to go by.”

Discuss this view of television audiences.

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 comprehensive knowledge and understanding of current ideas, theories, debates or information about whether contemporary TV makes voyeurs of us all. An engaged response, clearly organised and presented, with detailed and appropriate exemplification.

Level 5 (21-25 marks)

The answer shows competent and appropriate 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 contemporary TV makes voyeurs of us all. An engaged personal response, well organised and presented, with competent and appropriate exemplification.

Level 4 (16-20 marks)

The answer shows sound 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 contemporary TV makes voyeurs of us all. A generally sound personal response, competently organised and presented, with sound exemplification.

Level 3 (11-15 marks)

The answer shows some 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 contemporary TV makes voyeurs of us all. 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 contemporary TV makes voyeurs of us all. 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.

Question 4(b)

(30 marks)

To what extent are audiences able to resist viewpoints constructed by 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 comprehensive knowledge and understanding of current ideas, theories, debates or information about whether audiences are able to resist viewpoints constructed by the media. An engaged response, clearly organised and presented, with detailed and appropriate exemplification.

Level 5 (21-25 marks)

The answer shows competent and appropriate evaluation, 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 able to resist viewpoints constructed by the media. An engaged personal response, well organised and presented, with competent and appropriate exemplification.

Level 4 (16-20 marks)

The answer shows sound evaluation, 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 able to resist viewpoints constructed by the media. A generally sound personal response, competently organised and presented, with sound exemplification.

Level 3 (11-15 marks)

The answer shows some evaluation 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 able to resist viewpoints constructed by the media. 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 able to resist viewpoints constructed by the media. 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.