



## **General Certificate of Education**

# **Media Studies 6571**

**Unit 4      MED4**

# **Mark Scheme**

*2007 examination - January 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.

Further copies of this Mark Scheme are available to download from the AQA Website: [www.aqa.org.uk](http://www.aqa.org.uk)

Copyright © 2007 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.

---

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.

---

## MARKING NOTATION

Examiners are reminded that it is essential to notate while marking. It is not enough to tick every page of writing. Candidates can now ask to see their papers and they have the right to see how and why the mark their work was given was arrived at. Summative comments should be made at the end of each answer. They are required to demonstrate that the mark scheme has been applied and clearly indicate the reasons for the mark allocated. Such comments should explain the level that the candidate's response has been placed in.

There follows a list of notations you are encouraged to use. These should be written in the left hand margin alongside the relevant point to which they refer:

✓	Point made
✓✓	Good point made
Eg	Example/Illustration
Eg✓	Good Example/Illustration
Ex	Explanation/Exploration/Expansion/Evaluation
T	Terminology used
Th	Theories/Issues/Debates
KC	Key Concept
F	Focus on question
Eg?	Needs illustration
Ex?	Needs explanation/exploration/expansion/evaluation
Rept	Repetition
I	Irrelevant
?	Confused/ambiguous
WC	Wider context
CA	Critical autonomy

Summative comments must be made at the end of each answer. They must demonstrate that the mark scheme has been applied and clearly indicate the reasons for the mark allocated. An example will be presented at the standardisation meeting of a 'Model Marked Script'.

## POINTS TO REMEMBER

- Please mark positively at all times – take a “best fit” approach.
- Use the entire spread of marks.
- Reward use of appropriate media terminology (**not** language expression). See reference to quality of written communication on page 2.
- Reward unusual responses when supported by specific reference to text(s), theories or context(s) or contact your senior examiner.

**Question 1(a)**

**(30 marks)**

**“The widespread availability of portable communication devices such as mobile phones and digital cameras has made the general public an important resource for news content.”**

**Has this made the news more democratic?**

**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 the widespread availability of portable communication devices and whether this has made the news more democratic. 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 range of contextual influences and provides competent illustration which demonstrates proficient knowledge and understanding of current ideas, theories, debates or information about the widespread availability of portable communication devices and whether this has made the news more democratic. An engaged personal response, well organised and presented, with competent and appropriate exemplification.

**Level 4 (16-20 marks)**

The answer shows sound evaluation, references contextual influences and provides sound illustration which demonstrates solid knowledge and understanding of current ideas, theories, debates or information about the widespread availability of portable communication devices and some (implicit) reference to whether this has made the news more democratic. A generally sound personal response, competently organised and presented, with sound exemplification.

**Level 3 (11-15 marks)**

The answer shows some evaluation and provides some illustration which demonstrates sketchy knowledge and understanding of current ideas, theories, debates or information about the widespread availability of portable communication devices. A simple personal response, 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 widespread availability of portable communication devices. 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.

**Question 1(b)**  
**(30 marks)**

**What factors influence the selection of news?**

**Level 6 (26-30 marks)**

The answer shows confident and appropriate analysis and 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 the factors which influence the selection 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 and evaluation, references a range of contextual influences and provides competent illustration which demonstrates proficient knowledge and understanding of current ideas, theories, debates or information about the factors which influence the selection 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 and evaluation, references contextual influences and provides sound illustration which demonstrates solid knowledge and understanding of current ideas, theories, debates or information about the factors which influence the selection of news. A generally sound personal response, competently organised and presented, with sound exemplification.

**Level 3 (11-15 marks)**

The answer shows some analysis and provides some illustration which demonstrates sketchy knowledge and understanding of current ideas, theories, debates or information about the factors which influence the selection of news. A simple personal response, 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 which influence 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.

**Question 2(a)**

**(30 marks)**

**Examine the reasons why some stereotypes within the media have changed over time.**

**Level 6 (26-30 marks)**

The answer shows confident and appropriate analysis and 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 the reasons why some stereotypes within the media have or have not changed over time. An engaged response, clearly organised and presented, with detailed and appropriate exemplification.

**Level 5 (21-25 marks)**

The answer shows competent and appropriate analysis and evaluation, references a range of contextual influences and provides competent illustration which demonstrates proficient knowledge and understanding of current ideas, theories, debates or information about the reasons why some stereotypes within the media have or have not changed over time. An engaged personal response, well organised and presented, with competent and appropriate exemplification.

**Level 4 (16-20 marks)**

The answer shows sound analysis and evaluation, references contextual influences and provides sound illustration which demonstrates solid knowledge and understanding of current ideas, theories, debates or information about the reasons why some stereotypes within the media have or have not changed over time. A generally sound personal response, competently organised and presented, with sound exemplification.

**Level 3 (11-15 marks)**

The answer shows some analysis and provides some illustration which demonstrates sketchy knowledge and understanding of current ideas, theories, debates or information about the reasons why some stereotypes within the media have or have not changed over time. A simple personal response, 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 why some stereotypes within the media have or have not changed over time. 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.

**Question 2(b)**

**(30 marks)**

**How do media representations reflect social inequalities?**

**Refer to one or more social groups or places 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 comprehensive knowledge and understanding of current ideas, theories, debates or information about how media representations reflect social inequalities. 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 range of contextual influences and provides competent illustration which demonstrates proficient knowledge and understanding of current ideas, theories, debates or information about how media representations reflect social inequalities. An engaged personal response, well organised and presented, with competent and appropriate exemplification.

**Level 4 (16-20 marks)**

The answer shows sound analysis, references contextual influences and provides sound illustration which demonstrates solid knowledge and understanding of current ideas, theories, debates or information about how media representations reflect social inequalities. A generally sound personal response, competently organised and presented, with sound exemplification.

**Level 3 (11-15 marks)**

The answer shows some analysis and provides some illustration which demonstrates sketchy knowledge and understanding of current ideas, theories, debates or information about how media representations reflect social inequalities. 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 media representations reflect social inequalities. 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.



**Question 3(a)**

**(30 marks)**

**“Producers exploit audiences’ expectations of genre.”**

**Discuss.**

**Level 6 (26-30 marks)**

The answer shows confident and appropriate discussion and 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 producers exploit audiences’ expectations of genre. An engaged response, clearly organised and presented, with detailed and appropriate exemplification.

**Level 5 (21-25 marks)**

The answer shows competent and appropriate discussion and evaluation, references a range of contextual influences and provides competent illustration which demonstrates proficient knowledge and understanding of current ideas, theories, debates or information about whether producers exploit audiences’ expectations of genre. An engaged personal response, well organised and presented, with competent and appropriate exemplification.

**Level 4 (16-20 marks)**

The answer shows sound discussion and evaluation, references contextual influences and provides sound illustration which demonstrates solid knowledge and understanding of current ideas, theories, debates or information about whether producers exploit audiences’ expectations of genre. A generally sound personal response, competently organised and presented, with sound exemplification.

**Level 3 (11-15 marks)**

The answer shows some discussion and provides some illustration which demonstrates sketchy knowledge and understanding of current ideas, theories, debates or information about whether producers exploit audiences’ expectations of 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 whether producers exploit audiences’ expectations of 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.

**Question 3(b)**

**(30 marks)**

**How do genres adapt to changing social, economic and political contexts?**

**Level 6 (26-30 marks)**

The answer shows confident and appropriate discussion and 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 genres adapt to changing social, economic and political contexts. An engaged response, clearly organised and presented, with detailed and appropriate exemplification.

**Level 5 (21-25 marks)**

The answer shows competent and appropriate discussion and analysis, references a range of contextual influences and provides competent illustration which demonstrates proficient knowledge and understanding of current ideas, theories, debates or information about how genres adapt to changing social, economic and political contexts. An engaged personal response, well organised and presented, with competent and appropriate exemplification.

**Level 4 (16-20 marks)**

The answer shows sound discussion and analysis, references contextual influences and provides sound illustration which demonstrates solid knowledge and understanding of current ideas, theories, debates or information about how genres adapt to changing social, economic and political contexts. A generally sound personal response, competently organised and presented, with sound exemplification.

**Level 3 (11-15 marks)**

The answer shows some discussion and provides some illustration which demonstrates sketchy knowledge and understanding of current ideas, theories, debates or information about how genres adapt to changing social, economic and political contexts. A simple personal response, 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 genres adapt to changing social, economic and political contexts. 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.

**Question 4(a)**

**(30 marks)**

**Why is the segmentation of media audiences increasingly important?**

**Level 6 (26-30 marks)**

The answer shows confident and appropriate discussion and 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 why the segmentation of media audiences is increasingly important. An engaged response, clearly organised and presented, with detailed and appropriate exemplification.

**Level 5 (21-25 marks)**

The answer shows competent and appropriate discussion and analysis, references a range of contextual influences and provides competent illustration which demonstrates proficient knowledge and understanding of current ideas, theories, debates or information about why the segmentation of media audiences is increasingly important. An engaged personal response, well organised and presented, with competent and appropriate exemplification.

**Level 4 (16-20 marks)**

The answer shows sound discussion and analysis, references contextual influences and provides sound illustration which demonstrates solid knowledge and understanding of current ideas, theories, debates or information about why the segmentation of media audiences is increasingly important. A generally sound personal response, competently organised and presented, with sound exemplification.

**Level 3 (11-15 marks)**

The answer shows some discussion and provides some illustration which demonstrates sketchy knowledge and understanding of current ideas, theories, debates or information about why the segmentation of media audiences is increasingly important. 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 segmentation of media 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.

**Question 4(b)**  
**(30 marks)**

**Which audience theories best account for the pleasures of consuming media texts?**

**Level 6 (26-30 marks)**

The answer shows confident and appropriate discussion and 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 the part pleasure plays within audience theories. An engaged response, clearly organised and presented, with detailed and appropriate exemplification.

**Level 5 (21-25 marks)**

The answer shows competent and appropriate discussion and evaluation, references a range of contextual influences and provides competent illustration which demonstrates proficient knowledge and understanding of current ideas, theories, debates or information about the part pleasure plays within audience theories. An engaged personal response, well organised and presented, with competent and appropriate exemplification.

**Level 4 (16-20 marks)**

The answer shows sound discussion and evaluation, references contextual influences and provides sound illustration which demonstrates solid knowledge and understanding of current ideas, theories, debates or information about the part pleasure plays within audience theories. A generally sound personal response, competently organised and presented, with sound exemplification.

**Level 3 (11-15 marks)**

The answer shows some discussion and provides some illustration which demonstrates sketchy knowledge and understanding of current ideas, theories, debates or information about the part pleasure plays within audience theories. 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 part pleasure plays within audience theories. 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.