



## **General Certificate of Education**

# **Media Studies 6571**

**Unit 4      MED4**

## **Mark Scheme**

*2007 examination - June 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)

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**GCE A2 MEDIA STUDIES****UNIT FOUR: TEXTS AND CONTEXTS IN THE MEDIA (MED4)****MARK SCHEME – JUNE 2007**

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.

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## 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)**

**How do news providers seek to stimulate the audience's appetite for news?**

**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 a comprehensive knowledge and understanding of current ideas, theories, debates or information about how news providers stimulate their audiences. 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 news providers stimulate their audiences. An engaged personal response, well organised and presented, with competent and appropriate exemplification.

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

The answer shows sound discussion, references contextual influences and provides sound illustration which demonstrates solid knowledge and understanding of current ideas, theories, debates or information about how news providers stimulate their audiences. A generally sound personal response, competently organised and presented, with sound exemplification. At the top of the level candidates demonstrate some analysis.

**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 news providers stimulate their audiences. A simple personal response organised with some relevant exemplification.

**Level 2 (6-10 marks)**

Illustration is basic with little knowledge or understanding of current ideas, theories, debates or information about new providers. 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)**

**‘Catastrophes and natural disasters affect news presentation significantly.’**

**Discuss with reference to news values.**

**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 why catastrophes and natural disasters affect news presentation, with reference to news values. 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 range of contextual influences and provides competent illustration which demonstrates proficient knowledge and understanding of current ideas, theories, debates or information about why catastrophes and natural disasters affect news presentation, with reference to news values. An engaged personal response, well organised and presented, with competent and appropriate exemplification.

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

The answer shows sound discussion, references contextual influences and provides sound illustration which demonstrates solid knowledge and understanding of current ideas, theories, debates or information about how catastrophes and natural disasters affect news presentation, with reference to news values. 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 catastrophes and natural disasters affect news presentation, with possibly some reference to news values. A simple personal response organised with some relevant exemplification.

**Level 2 (6-10 marks)**

Illustration is basic with little knowledge or understanding of current ideas, theories, debates or information about news presentation or news values. 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)**

**To what extent can it be argued that some media stereotypes are becoming more positive?**

**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, theories, debates or information about the extent to which some media stereotypes are becoming more positive. 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 extent to which some media stereotypes are becoming more positive. 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 extent to which some media stereotypes are becoming more positive. 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 extent to which some media stereotypes are becoming more positive. A simple personal response organised with some relevant exemplification.

**Level 2 (6-10 marks)**

Illustration is basic with little knowledge or understanding of current ideas, theories, debates or information about media stereotypes. 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 realistic is the portrayal of a social group or place you have studied?**

**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, theories, debates or information about how realistic the portrayal of a social group or place is. 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 how realistic the portrayal of a social group or place is. An engaged personal response, well organised and presented, with competent and appropriate exemplification.

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

The answer shows sound discussion, references contextual influences and provides sound illustration which demonstrates solid knowledge and understanding of current ideas, theories, debates or information about how realistic the portrayal of a social group or place is. A generally sound personal response, competently organised and presented, with sound exemplification. At the top of this level candidates demonstrate some evaluation.

**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 realistic the portrayal of a social group or place is. A simple personal response organised with some relevant exemplification.

**Level 2 (6-10 marks)**

Illustration is basic with little knowledge or understanding of current ideas, theories, debates or information about the portrayal 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.



**Question 3(a)**

**(30 marks)**

**Why do some genres go in and out of fashion?**

**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 a comprehensive knowledge and understanding of current ideas, theories, debates or information about why some genres go in and out of fashion. 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 why some genres go in and out of fashion. An engaged personal response, well organised and presented, with competent and appropriate exemplification.

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

The answer shows sound discussion, references contextual influences and provides sound illustration which demonstrates solid knowledge and understanding of current ideas, theories, debates or information about why some genres go in and out of fashion. A generally sound personal response, competently organised and presented, with sound exemplification. At the top of this level candidates demonstrate some evaluation.

**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 some genres go in and out of fashion. A simple personal response organised with some relevant exemplification.

**Level 2 (6-10 marks)**

Illustration is basic with little knowledge or understanding of current ideas, theories, debates or information about 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 useful is the concept of genre for audiences today?**

**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, theories, debates or information about whether the concept of genre is useful for audiences today. 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 whether the concept of genre is useful for audiences today. An engaged personal response, well organised and presented, with competent and appropriate exemplification.

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

The answer shows sound discussion, references contextual influences and provides sound illustration which demonstrates solid knowledge and understanding of current ideas, theories, debates or information about whether the concept of genre is useful for audiences today. A generally sound personal response, competently organised and presented, with sound exemplification. At the top of this level candidates demonstrate some evaluation.

**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 the concept of genre is useful for audiences today. A simple personal response, competently organised with some relevant exemplification.

**Level 2 (6-10 marks)**

Illustration is basic with little knowledge or understanding of current ideas, theories, debates or information about 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 4(a)**

**(30 marks)**

**What do tables such as this tell us about the ways in which contemporary audiences use the media?**

**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 what tables on audience figures tell us about contemporary audiences and their use of 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 discussion, references a range of contextual influences and provides competent illustration which demonstrates proficient knowledge and understanding of current ideas, theories, debates or information about what tables on audience figures tell us about contemporary audiences and their use of the media. An engaged personal response, well organised and presented, with competent and appropriate exemplification.

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

The answer shows sound discussion, references contextual influences and provides sound illustration which demonstrates solid knowledge and understanding of current ideas, theories, debates or information about what tables on audience figures tell us about contemporary audiences and their use of the media. 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 what tables on audience figures tell us about contemporary audiences and their use of the media. A simple personal response organised with some relevant exemplification.

**Level 2 (6-10 marks)**

Illustration is basic with little knowledge or understanding of current ideas, theories, debates or information about 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.

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**Question 4(b)**

**(30 marks)**

**Which audience theory or theories cast most light on your own media consumption?**

**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, theories, debates or information about which audience theory or theories cast most light on their own media consumption. 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 which audience theory or theories cast most light on their own media consumption. An engaged personal response, well organised and presented, with competent and appropriate exemplification.

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

The answer shows sound discussion, references contextual influences and provides sound illustration which demonstrates solid knowledge and understanding of current ideas, theories, debates or information about which audience theory or theories cast most light on their own media consumption. A generally sound personal response, competently organised and presented, with sound exemplification. At the top of this level candidates demonstrate some evaluation.

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

The answer shows some discussion, some reference to contextual factors and provides some illustration which demonstrates sketchy knowledge and understanding of current ideas, theories, debates or information about which audience theory or theories cast most light on their own media consumption. A simple personal response organised with some relevant exemplification.

**Level 2 (6-10 marks)**

Illustration is basic with little knowledge or understanding of current ideas, theories, debates or information about audience theory. 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.