



General Certificate of Education

Media Studies 2571

MEST1 Investigating Media

Mark Scheme

2009 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.

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Set and published by the Assessment and Qualifications Alliance.

Investigating Media (MEST1)

80 raw marks – 48 marks for Section A (AO1) and 32 marks for Section B (AO2)

Weighting: AO1 60% AO2 40%

Section A – Texts, concepts and contexts

AO1: Demonstrate knowledge and understanding of media concepts, contexts (and critical debates).

4 questions @ 12 marks each = 48 marks

These short answer questions are designed to encourage candidates to demonstrate knowledge and understanding of media concepts and the production contexts within which texts are produced (AO1).

Each question should be marked using the appropriate marking grid. The list of suggested content for each question is not exclusive and candidates are not expected to refer to all of it in their answers.

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 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. Such comments should explain the level that the candidates 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:

L	Media Language
R	Representation
A	Audience
Inst	Media Institution
G	Genre
N	Narrative
V/I	Values and Ideology
✓	Good point made
✓✓	Very good point made
Eg	Example/Illustration
Eg✓	Good Example/Illustration
Ex	Explanation/Exploration/Expansion/Evaluation
T	Terminology used
Th	Theories/Ideas/Debates/Issues
F	Focus on question
Eg?	Needs illustration
Ex?	Needs explanation/exploration/expansion/evaluation
Rept	Repetition
I	Irrelevant
?	Query or Questionable Point
Desc	Description

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 8.
- Reward unusual responses when supported by specific reference to text(s), or consult your senior examiner
- Notes must not be marked

Question 1: Media Forms

(12 marks)

How does the advertisement imitate the layout of a magazine article?

The question tests knowledge and understanding of media forms, specifically magazine layout devices.

Suggested content (This is for general guidance only and not a definitive list. Candidates should be rewarded for what they have achieved, not penalised for what they may have omitted).

Headline	Body copy
Sub-head/strapline/standfirst	Typeface/font/point size/colour
Large central image	Thumbnail images/inserts
Columns	White space
Text box/wobs	Captions
Use of colour	Graphics

Level 4 (10-12 marks)

Thorough knowledge and understanding of magazine layout devices used, demonstrated by **detailed reference** to the text and **confident** use of media terminology.

Level 3 (7-9 marks)

Sound knowledge and understanding of the magazine layout devices used, demonstrated by **solid reference** to the text and **proficient** use of media terminology.

Level 2 (4-6 marks)

Some knowledge and understanding of the magazine layout devices used, demonstrated by **some reference** to the text and **some adequate** use of media terminology.

Level 1 (1-3 marks)

Limited knowledge and understanding of the magazine layout devices used, demonstrated by **superficial reference** to the text and **very limited** use of media terminology.

Level 0 (0 marks)

No relevant/appropriate/suitable response.

Question 2: Media Representations

(12 marks)

How are games console users represented in the advertisement?

This question tests knowledge and understanding of how representations are constructed and conveyed within media products.

Suggested content (This is for general guidance only and not a definitive list. Candidates should be rewarded for what they have achieved, not penalised for what they may have omitted).

Progressive representation of games console users presented (moving away from stereotypical notion of the lone teenage male) emphasising active engagement, communal participation, intense enjoyment, interaction and inclusivity (focusing on age, interests, skills). However, representation of the family very regressive and restrictive/exclusive (ie attractive, white, middle-class, northern European).

Positive gender roles present to some extent.

Links should be made to media language (ie main image analysis, mise-en-scene, framing, shot type and angle, lighting/colour) and analysis of copy (ie language, register, tone, mode of address) to show how representations are constructed and conveyed.

Level 4 (10-12 marks)

Thorough knowledge and understanding of how the representation of games console users is conveyed, demonstrated by **detailed reference** to the text and **confident** use of media terminology.

Level 3 (7-9 marks)

Sound knowledge and understanding of how the representation of games console users is conveyed, demonstrated by **solid reference** to the text and **proficient** use of media terminology.

Level 2 (4-6 marks)

Some knowledge and understanding of the how the representation of games console users is conveyed, demonstrated by **some reference** to the text and **some adequate** use of media terminology.

Level 1 (1-3 marks)

Limited knowledge and understanding of how the representation of games console users is conveyed, demonstrated by **superficial reference** to the text and **very limited** use of media terminology.

Level 0 (0 marks)

No relevant/appropriate/suitable response.

Question 3: Media Institutions

(12 marks)

What is communicated in the advertisement about the Xbox 360 brand and the experience it offers?

This question tests knowledge and understanding of how the institution's brand image and brand values are created and conveyed.

Suggested content (This is for general guidance only and not a definitive list. Candidates should be rewarded for what they have achieved, not penalised for what they may have omitted).

The Xbox 360 brand is being repositioned to target a (female) family customer in the run up to Christmas. The brand is promoted as:

- Fun and accessible
- Inclusive (suited all ages and interests with a huge variety of games on offer)
- Participatory allowing for multi-play and co-operation
- Value for money
- Cutting edge technology (allowing for multi-media convergence)

Links should be made to media language to show how this meaning is constructed and conveyed (ie use of image(s), copy, layout, graphics).

Level 4 (10-12 marks)

Thorough knowledge and understanding of the brand values and experience being communicated, demonstrated by **detailed reference** to the text and **confident** use of media terminology.

Level 3 (7-9 marks)

Sound knowledge and understanding of the brand values and experience being communicated, demonstrated by **solid reference** to the text and **proficient** use of media terminology.

Level 2 (6-10 marks)

Some knowledge and understanding of the brand values and experience being communicated, demonstrated by **some reference** to the text and **some adequate** use of media terminology.

Level 1 (0-5 marks)

Limited knowledge and understanding of the brand values and experience being communicated, demonstrated by **superficial reference** to the text and **very limited** use of media terminology.

Level 0 (0 marks)

No relevant/appropriate/suitable response.

Question 4: Media Audiences

(12 marks)

What techniques does the advertisement use to appeal to middle-class professionals who read *The Guardian*?

This question tests knowledge and understanding of the concept of audience, identifying target audience(s) and how they are hailed and addressed by the text.

Suggested content (This is for general guidance only and not a definitive list. Candidates should be rewarded for what they have achieved, not penalised for what they may have omitted).

Range of techniques utilised to target the middle-class readership:

- Positioning of ad within Weekend supplement to target (female) readers immersed in an environment which promotes entertainment/culture industries
- Use of magazine layout devices to catch and hold reader's (cynical towards traditional advertising techniques) attention
- Emphasis on interactive, participatory, co-operative nature of games experience
- Emphasis on inclusivity and family values plus (to a certain extent) progressive gender roles
- Promotion of multi-media convergence and new techniques
- Aspiration/affluence/materialist values present.

Level 4 (10-12 marks)

Thorough knowledge and understanding of the techniques used to appeal to the target audience, demonstrated by **detailed reference** to the text and **confident** use of media terminology.

Level 3 (7-9 marks)

Sound knowledge and understanding of the techniques used to appeal to the target audience, demonstrated by **solid reference** to the text and **proficient** use of media terminology.

Level 2 (6-10 marks)

Some knowledge and understanding of the techniques used to appeal to the target audience, demonstrated by **some reference** to the text and **some adequate** use of media terminology.

Level 1 (0-5 marks)

Limited knowledge and understanding of the techniques used to appeal to the target audience, demonstrated by **superficial reference** to the text and **very limited** use of media terminology.

Level 0 (0 marks)

No relevant/appropriate/suitable response.

Section B Cross-Media Study

32 marks

A02: Apply knowledge and understanding when analysing media products and processes to show how meanings and responses are created.

Candidates will have undertaken any cross-media study. The questions are designed to assess candidates' ability to apply their knowledge and understanding of the products and processes in their chosen topic area:

- (a) across the range of media platforms and
- (b) to explore how meanings and responses are created.

As indicated within each level, Quality of Written Communication should be taken into account when awarding marks.

EITHER**Question 5**

To what extent do the media products in your case study do more than just entertain their audience(s)?

In your answer you should:

- Provide a brief outline of your case study
- Consider how far the media products in your case study also inform, educate and provide opportunities for interaction and participation
- Support your answer with reference to examples from three media platforms.

<p>Level 4 (26-32 marks)</p>	<ul style="list-style-type: none"> • Thorough and precise outline of cross-media study provided • Thorough application of knowledge and understanding of how audiences consume and respond to media products from the cross-media study • Thorough use of a range of detailed examples from three media platforms • Clear, well organised and appropriate communication. Engaged response with fluent use of media terminology. <p><i>At the top of this level</i> candidates show confident understanding and application of media ideas/issues/theories/debates.</p>
<p>Level 3 (17-25 marks)</p>	<ul style="list-style-type: none"> • Clear and concise outline of cross-media study provided • Sound application of knowledge and understanding of how audiences consume and respond to media products from the cross-media study • Satisfactory use of a range of examples from three media platforms • Clear and appropriate communication. Ideas are structured with consistency and media terminology is used accurately. <p><i>At the top of this level</i> candidates show sound understanding of media ideas/issues/theories/debates.</p>
<p>Level 2 (9-16 marks)</p>	<ul style="list-style-type: none"> • Generalised and sketchy outline of cross-media study provided • Some application of knowledge and understanding of how audiences consume and respond to media products from the cross-media study • Adequate use of some examples from at least two media platforms • Communication of ideas may be inconsistent with some limited use of media terminology. <p><i>At the top of this level</i> candidates make references, possibly implicitly, to media ideas/issues/theories/debates.</p>
<p>Level 1 (1-8 marks)</p>	<ul style="list-style-type: none"> • Vague and undeveloped outline of cross-media study provided • Limited application of knowledge and understanding of how audiences consume and respond to media products from the cross-media study • Scant or generalised use of examples from perhaps only one media platform • There may be some confusion and imbalance within the response <p><i>At the top of this level</i> answers may show limited awareness of media ideas/issues/theories/debates and/or media terminology.</p>
<p>Level 0 (0 marks)</p>	<p>No relevant/appropriate/suitable response.</p>

OR

Question 6

Consider the reasons media products from your case study are present across a range of media platforms.

In your answer you should:

- **Provide a brief outline of your case study**
- **Discuss the advantages for producers of each media platform**
- **Support your answer with reference to examples from three media platforms.**

<p>Level 4 (26-32 marks)</p>	<ul style="list-style-type: none"> • Thorough and precise outline of cross-media study provided • Thorough application of knowledge and understanding of why media products have a presence across media platforms • Thorough use of a range of detailed examples from three media platforms • Clear, well organised and appropriate communication. Engaged response with fluent use of media terminology. <p><i>At the top of this level</i> candidates show confident understanding and application of media ideas/issues/theories/debates.</p>
<p>Level 3 (17-25 marks)</p>	<ul style="list-style-type: none"> • Clear and concise outline of cross-media study provided • Sound application of knowledge and understanding of why media products have a presence across media platforms • Satisfactory use of a range of examples from three media platforms • Clear and appropriate communication. Ideas are structured with consistency and media terminology is used accurately. <p><i>At the top of this level</i> candidates show sound understanding of media ideas/issues/theories/debates.</p>
<p>Level 2 (9-16 marks)</p>	<ul style="list-style-type: none"> • Generalised and sketchy outline of cross-media study provided • Some application of knowledge and understanding of why media products have a presence across media platforms • Adequate use of some examples from at least two media platforms • Communication of ideas may be inconsistent with some limited use of media terminology. <p><i>At the top of this level</i> candidates make references, possibly implicitly, to media ideas/issues/theories/debates.</p>
<p>Level 1 (1-8 marks)</p>	<ul style="list-style-type: none"> • Vague and undeveloped outline of cross-media study provided • Limited application of knowledge and understanding of why media products have a presence across media platforms • Scant or generalised use of examples from perhaps only one media platform • There may be some confusion and imbalance within the response <p><i>At the top of this level</i> answers may show limited awareness of media ideas/issues/theories/debates and/or media terminology.</p>
<p>Level 0 (0 marks)</p>	<p>No relevant/appropriate/suitable response.</p>