



# **General Certificate of Education**

*Media Studies 2570*

**MEST1 June 2009**

**Unit 1 Investigating Media**

**Mark Scheme**



## 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.

## **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 Text, concept and context**

***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.

**Question 1: Media Forms**

**(12 marks)**

**How does the trailer use media language to catch the attention of the E4 viewing audience?**

The question tests knowledge and understanding of media forms, specifically the use of media language in television trailers to target a 'yoof' audience.

*Suggested content*

Fast paced editing	Use of iconic characters/celebrities
Cutting in time with upbeat music	High colour saturation
MS/CUs to emphasise faces/actions	Camera Movement
Positive dialogue/sound bites	Use of music
Voice-over	Titles/Logo/Graphics

**Level 4 (10-12 marks)**

**Thorough** knowledge and understanding of how media language is used to engage the audience(s), demonstrated by **detailed reference** to the text and **confident** use of media terminology.

**Level 3 (7-9 marks)**

**Sound** knowledge and understanding of how media language is used to engage the audience(s), demonstrated by **solid reference** to the text and **proficient** use of media terminology.

**Level 2 (4-6 marks)**

**Some** knowledge and understanding of the media language 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 media language 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 is gender represented in the trailer?**

This question tests knowledge and understanding of how representations are constructed and conveyed within media products, specifically gender representations in contemporary television.

*Suggested content*

Stereotyping

Male Gaze

Positive gay role models

Comedic character types

Active males (in charge)

Progressive/Regressive females

Ironic/Camp portrayals

Links should be made to media language (i.e. moving image analysis of camera, lighting, editing, mise en scene and sound) to show how representations are constructed and conveyed.

**Level 4 (10-12 marks)**

**Thorough** knowledge and understanding of how the representation of gender 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 gender 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 representation of gender, 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 representation of gender, 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)**

**How effectively does *Channel 4* promote itself as a public service broadcaster in the trailer? (As a public service broadcaster, the channel should provide a range of high quality, innovative and educational programming which appeals to a range of cultures and audiences.)**

This question tests knowledge and understanding of how the institution's values are created and conveyed, specifically how effectively Channel 4 fulfils its PSB remit.

*Suggested content*

Cutting edge, popular programming  
Reliance on US imports (quality debate)  
RTV/Makeover emphasis (dumbing down debate)  
Limited cultural diversity  
Generic formulas (not experimentation)  
Universality of coverage dependent on access to new technologies  
Positive PSB values of education and information debatable  
Entertainment imperative (emphasis on comedy and lifestyle)

**Level 4 (10-12 marks)**

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

**Level 3 (7-9 marks)**

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

**Level 2 (4-6 marks)**

**Some** knowledge and understanding of the institution's values, 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 institution's values, 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)**

**In what ways does *Channel 4 + 1* appeal to its audience?**

This question tests knowledge and understanding of the concept of audience, specifically the appeals of the channel and its programming for a modern television audience.

*Suggested content*

Opportunity for more flexible viewing patterns (self-scheduling)  
Watch/record again facility  
RTV/Makeover genre's ability to educate/inform/transform  
Cutting edge comedy that challenges the dominant ideology  
Identification with positive role models  
Socialisation (gender roles)  
Uses and gratifications (Surveillance/Diversion/Personal Relationships/Personal Identity)  
Narrative engagement  
Entertainment values

**Level 4 (10-12 marks)**

**Thorough** knowledge and understanding of the appeals for the 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 appeals for the audience, demonstrated by **solid reference** to the text and **proficient** use of media terminology.

**Level 2 (4-6 marks)**

**Some** knowledge and understanding of the appeals for the audience, 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 appeals for the 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**                      **32 marks**

**Cross-Media study**

***AO2: 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**

**‘Audiences are no longer just consumers of media texts but producers too.’ To what extent is this true of the media products in your case study?**

**In your answer you should:**

- **provide a brief outline of your case study**
- **evaluate how far audiences participate in and contribute to the media products in your case study**
- **support your answer with reference to a range of examples from three media platforms.**

**(32 marks)**

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

OR

## Question 6

Account for the similarities and differences in the codes and conventions used in media products from your case study.

In your answer you should:

- provide a brief outline of your case study
- compare how and why media products from your case study are similar and/or different within and across media platforms
- support your answer with reference to a range of examples from three media platforms.

(32 marks)

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

