

Version 1.0



**General Certificate of Education  
June 2011**

**Media Studies**

**MEST1**

**Unit 1: Investigating Media**

**Final**

***Mark Scheme***

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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## 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 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 dragged onto the end of each answer. They should demonstrate that the mark scheme has been applied and clearly indicate the reasons for the mark allocated. Such comments should help to explain the level that the candidates response has been placed in.

For Section A clips, use the annotations from the generic CMI+ carousel:

	Correct
	Incorrect
	Doubtful
	Missing
	VeryGood
	SeenButNoMark
<b>BOD</b>	BenefitOfDoubt
<b>NR</b>	NotRelevant

For Section B clips, use the CMI+ carousel and annotations below (available in 'Related Parts Comments' on CMI+):

Eg	Example/Illustration
Th	Theories/Ideas/Debates/Issues
F	Focus on question
Rept	Repetition
Desc	Description
P1	Reference to first platform
P2	Reference to second platform
P3	Reference to third platform

Level descriptors must also be dragged into the end of each clip to demonstrate how the mark scheme has been applied and clearly indicate the reasons for the mark allocated. These will be available in 'Related Parts Comments'. Examiners' own comments can also be added in the final comment box to help to further explain the mark awarded (e.g. use of best fit). An example of a 'Model Marked Script' will be presented at the time of standardisation.

### **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 – 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 criteria. The list of suggested content for each question is not exhaustive and candidates are not expected to refer to all of it in their answers

**Question 1 Media Forms****(12 marks)****How are different techniques used together to compress a person's life into sixty seconds?**

The question tests knowledge and understanding of media forms, specifically the use of a range of moving image techniques to compress time.

**Anticipated content** (This is a guide to what might be expected in candidates' answers. However it is not exhaustive. Be prepared to accept original and different ideas. Ultimately candidates should be rewarded for what they have achieved, not penalised for what they may have omitted).

Techniques used (in combination) include:

Camera movement	Shot size and angle
Lighting	Lack of edits (one fluid shot)
Digital SFX	Change in actors (costume/make-up)
Mise-en-scene	Music (pace/tone/lyrics)
Characterisation	Iconography

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

**Thorough** knowledge and understanding of how a **wide range** of techniques are used to compress time, demonstrated by **detailed reference** to the text and **confident** use of media terminology.

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

**Sound** knowledge and understanding of how **several** techniques are used to compress time, demonstrated by **solid reference** to the text and **proficient** use of media terminology.

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

**Some** knowledge and understanding of **some** techniques 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 techniques, 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 Institutions****(12 marks)****How does the advertisement communicate brand values for *John Lewis*?**

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

**Anticipated content** (This is a guide to what might be expected in candidates' answers. However it is not exhaustive. Be prepared to accept original and different ideas. Ultimately candidates should be rewarded for what they have achieved, not penalised for what they may have omitted).

Brand values communicated include:

Family values	High quality
Longevity	Dependability
Competitive pricing	Middle class values (dominant ideology)
Excellent service	Adaptability (any occasion)
Political correctness	Liberal Humanism

Wherever possible, links should be made to analysis of media language (i.e. moving image analysis: use of camera, lighting/colour, editing, mise-en-scene, sound and graphics) to show how brand values are constructed and conveyed.

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

**Thorough** knowledge and understanding of a **wide range** of ways the institution's brand values are communicated, demonstrated by **detailed reference** to the text and **confident** use of media terminology.

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

**Sound** knowledge and understanding of **several** ways the institution's brand values are communicated, demonstrated by **solid reference** to the text and **proficient** use of media terminology.

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

**Some** knowledge and understanding of **some** ways the institution's brand values are communicated, 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 brand values, demonstrated by **superficial reference** to the text and **very limited** use of media terminology.

**Level 0 (0 marks)**

No relevant / appropriate / suitable response.

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**Question 3 Media Representations****(12 marks)****How is a woman's life represented in the advertisement?**

This question tests knowledge and understanding of how representations are constructed and conveyed within media products, in this case the construction of femininity.

**Anticipated content** (This is a guide to what might be expected in candidates' answers. However it is not exhaustive. Be prepared to accept original and different ideas. Ultimately candidates should be rewarded for what they have achieved, not penalised for what they may have omitted).

A woman's life/femininity is represented as:

Domesticated/Servile	Monogamous/Loyal
Heterosexual	Perfect (aesthetically)
Materialistic	Professional
Reactionary/conservative	Defined by key events (marriage + children)
Duplicitous (re: lyrics)	Fulfilling (socially and emotionally)

Wherever possible, links should be made to analysis of media language (i.e. moving image analysis: use of camera, lighting/colour, editing, mise-en-scene, sound and graphics) to show how representations are constructed and conveyed.

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

**Thorough** knowledge and understanding of a **wide range** of ways femininity is represented, demonstrated by **detailed reference** to the text and **confident** use of media terminology.

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

**Sound** knowledge and understanding of **several** ways femininity is represented, demonstrated by **solid reference** to the text and **proficient** use of media terminology.

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

**Some** knowledge and understanding of **some** ways femininity is represented, 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 femininity, demonstrated by **superficial reference** to the text and **very limited** use of media terminology.

**Level 0 (0 marks)**

No relevant / appropriate / suitable response.



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**Question 4 Media Audiences****(12 marks)****What pleasures does the advertisement offer its audience?**

This question tests knowledge and understanding of the concept of audience, in this case what pleasures the audience gain.

**Anticipated content** (This is a guide to what might be expected in candidates' answers. However it is not exhaustive. Be prepared to accept original and different ideas. Ultimately candidates should be rewarded for what they have achieved, not penalised for what they may have omitted).

Audience pleasures include:

Identification	Recognition
High emotion	Sentimentalism (nostalgia)
Voyeurism	Materialism/consumerism (perfection)
Intellectual (re: SFX)	Narrative ellipsis (simplification/compression)
Narrative closure	Personal Relationships (sharing ad with others)

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

**Thorough** knowledge and understanding of a **wide range** of audience pleasures, demonstrated by **detailed reference** to the text and **confident** use of media terminology.

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

**Sound** knowledge and understanding of **several** audience pleasures, demonstrated by **solid reference** to the text and **proficient** use of media terminology.

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

**Some** knowledge and understanding of **some** audience pleasures, 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 audience's pleasure, 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)**

***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**

**‘To be successful, media institutions have to use a variety of media platforms.’ To what extent is this true of your cross-media study?**

**In your answer you should:**

- **Provide a brief outline of your cross-media study**
- **Consider the possible advantages of using a range of media platforms**
- **Support your answer with reference to a range of examples from three media platforms**

<b>Level 4 (25-32 marks)</b>	<ul style="list-style-type: none"> <li>• Thorough application of knowledge and understanding of the advantages for institutions of using a range of 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> <li>• Confident understanding and application of media ideas/issues/theories/ debates</li> </ul>
<b>Level 3 (17-24 marks)</b>	<ul style="list-style-type: none"> <li>• Sound application of knowledge and understanding of the advantages for institutions of using a range of 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> <li>• Sound understanding of media ideas/issues/theories/debates</li> </ul>
<b>Level 2 (9-16 marks)</b>	<ul style="list-style-type: none"> <li>• Some application of knowledge and understanding of the advantages for institutions of using a range of 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> <li>• Some understanding of media ideas/issues/theories/debates</li> </ul>
<b>Level 1 (1-8 marks)</b>	<ul style="list-style-type: none"> <li>• Limited application of knowledge and understanding of the advantages for institutions of using a range of 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> <li>• Limited awareness of media ideas/issues/theories/debates and/or media terminology</li> </ul>
<b>Level 0 (0 marks)</b>	<ul style="list-style-type: none"> <li>• No relevant / appropriate / suitable response</li> </ul>

**EITHER****Question 6**

**‘Our enjoyment of media products is influenced by the platforms we use to access them.’ How far is this true of your cross-media study?**

**In your answer you should:**

- **Provide a brief outline of your cross-media study**
- **Consider how audiences respond to media products from different media platforms**
- **Support your answer with reference to a range of examples from three media platforms**

<b>Level 4 (25-32 marks)</b>	<ul style="list-style-type: none"> <li>• Thorough application of knowledge and understanding of how audiences respond to media products from different 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> <li>• Confident understanding and application of media ideas/issues/theories/ debates</li> </ul>
<b>Level 3 (17-24 marks)</b>	<ul style="list-style-type: none"> <li>• Sound application of knowledge and understanding of how audiences respond to media products from different 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> <li>• Sound understanding of media ideas/issues/theories/debates</li> </ul>
<b>Level 2 (9-16 marks)</b>	<ul style="list-style-type: none"> <li>• Some application of knowledge and understanding of how audiences respond to media products from different 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> <li>• Some understanding of media ideas/issues/theories/debates</li> </ul>
<b>Level 1 (1-8 marks)</b>	<ul style="list-style-type: none"> <li>• Limited application of knowledge and understanding of how audiences respond to media products</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> <li>• Limited awareness of media ideas/issues/theories/debates and/or media terminology</li> </ul>
<b>Level 0 (0 marks)</b>	<ul style="list-style-type: none"> <li>• No relevant / appropriate / suitable response</li> </ul>

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