

Version 1.0



**General Certificate of Education
January 2012**

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.

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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 is the front page designed to attract potential readers?

The question tests knowledge and understanding of media forms, specifically the use of front page design features to attract audiences to print products.

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).

Design features used to attract potential readers include:

Use of colour images
'Red top' i
Graphics

Large central CUs
Use of colour copy
Font types and sizes

Logos
WOBs
Webpage layout

Level 4 (10-12 marks)

Thorough knowledge and understanding of a **wide range** of ways design features are used to attract potential readers, 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 design features are used to attract potential readers, 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 design features are used to attract potential readers, 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 ways design features are used to attract potential readers, 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 Audiences

(12 marks)

What is the appeal of *i*'s content to its target readership?

This question tests knowledge and understanding of the concept of audience, in this case the appeal of a product's content to its target audience.

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).

i's content potentially appeals to the target readership (ABC1/15-44/both genders/time poor) in the following ways:

Hard news (Law & Order/Politics/Media)
Elite persons
Social commentary/criticism
Simplicity/Concision
Interactive potential (Facebook/Twitter etc.)

Soft News (Travel/Food/Sport)
New media lead story
Commuter 'fury' story
Notion of 'quality'
Low price

Level 4 (10-12 marks)

Thorough knowledge and understanding of a **wide range** of ways the content appeals 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 **several** ways the content appeals to the target audience, 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 content appeals to the target 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 content's 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.

Question 3 Media Representations

(12 marks)

How does the front page represent news to make it appear entertaining?

This question tests knowledge and understanding of how representations are constructed and conveyed within media products, in this case the representation of news as entertainment.

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).

News is represented as potentially entertaining in the following ways:

Negativity/Disequilibrium	Use of dramatic headlines	Elite persons/brands
References to popular culture	Focus on soft news	Conflict
Interactivity (Facebook/Twitter)	Identification	Brevity/Succinctness

Wherever possible, links should be made to analysis of media language (with examples from the text) to show how representations are constructed and conveyed.

Level 4 (10-12 marks)

Thorough knowledge and understanding of a **wide range** of ways news is represented as entertaining, 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 news is represented as entertaining, 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 news is represented as entertaining, 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 news is represented as entertaining, 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 Institutions

(12 marks)

How does *i* brand itself as a ‘new kind of newspaper’ in the age of online news?

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).

i brands itself as a ‘new kind of newspaper’ in the following ways:

Association with new media	Brevity/Concision	Promise of ‘quality’
Range of soft/hard news	Low price	Design features
Relationship with ‘ <i>The Independent</i> ’	Audience interactivity	Tabloid size

Wherever possible, links should be made to analysis of media language (with examples from the text) 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 brands itself, 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 brands itself, 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 brands itself, 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 institution brands itself, 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

Evaluate how far audiences are able to represent themselves and/or their ideas and opinions in media products from your cross-media study. Support your answer with reference to a range of examples from three media platforms.

<p>Level 4 (25-32 marks)</p>	<ul style="list-style-type: none"> • Thorough application of knowledge and understanding of how far audiences are able to represent themselves and/or their ideas and opinions • 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 • Confident understanding and application of media ideas/issues/theories/ debates
<p>Level 3 (17-24 marks)</p>	<ul style="list-style-type: none"> • Sound application of knowledge and understanding of how far audiences are able to represent themselves and/or their ideas and opinions • 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 • Sound understanding of media ideas/issues/theories/debates
<p>Level 2 (9-16 marks)</p>	<ul style="list-style-type: none"> • Some application of knowledge and understanding of how far audiences are able to represent themselves and/or their ideas and opinions • Adequate use of some examples from at least two media platforms • Communication of ideas may be inconsistent with some limited use of media terminology • Some understanding of media ideas/issues/theories/debates
<p>Level 1 (1-8 marks)</p>	<ul style="list-style-type: none"> • Limited application of knowledge and understanding of how far audiences are able to represent themselves and/or their ideas and opinions • Scant or generalised use of examples from perhaps only one media platform • There may be some confusion and imbalance within the response • Limited awareness of media ideas/issues/theories/debates and/or media terminology
<p>Level 0 (0 marks)</p>	<ul style="list-style-type: none"> • No relevant / appropriate / suitable response

OR

Question 6

Evaluate how successfully media products from your cross-media study are promoted within and across media platforms.

Support your answer with reference to a range of examples from three media platforms.

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

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