

Version 1.0



**General Certificate of Education
June 2012**

Media Studies

MEST1

Unit 1: Investigating Media

Mark Scheme

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 exclusive and candidates are not expected to refer to all of it in their answers.

Question 1 Media Forms

(12 marks)

How does the opening of this title sequence use media language to draw the audience into the programme?

The question tests knowledge and understanding of media forms, specifically the opening's (up until the family are seated on the couch) use of media language to draw the audience into the programme.

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).

Media language is used in the following ways to draw the audience into the programme:

- **Camera:** establishing shot sets scene, crane shot encourages voyeurism, tracking movement searches out characters and follows them home
- **Editing:** fade from black, welcoming keyhole transition through title, limited edits to signify pace and characters' journey home, use of cuts for parallel action
- **Sound:** non diegetic theme tune beckons audience, diegetic sounds (e.g. crow, school bell, burp, 'D'Oh!' etc.) establish humour, characterisation and sense of urgency
- **Mise-en-scene:** title zooms through parting clouds, welcome sign, iconic locations/characters, family end seated on couch ready to view the show

Level 4 (10-12 marks)

Thorough knowledge and understanding of a **wide range** of ways media language is used to draw the audience in, 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 media language is used to draw the audience in, 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 media language is 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 does the extended sequence represent the workplace?

This question tests knowledge and understanding of how representations are constructed and conveyed within media products, in this case the representation of the workplace in the extended sequence.

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).

The workplace is represented as:

Mundane/Tedious	Monotonous (repetitive tasks/treadmill)
Primitive (candles/cave)	Prison-like (security fence/searchlights)
Hazardous (chemicals/rat-infested)	Lethal (human skulls/eye patch)
Exploitative (child labour/uniforms)	Dilapidated (leaks/broken lights)
Dreary (low light/grey tone)	Cruel to animals (kittens/panda/unicorn)

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 the workplace 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 the workplace 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 the workplace 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 how the workplace is represented, 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 does the extended sequence make fun of the commercial nature of media institutions?

This question tests knowledge and understanding of media institutions, in this case how the commercial nature of media institutions is satirised by the extended sequence.

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).

The commercial nature of media institutions is mocked through the:

Sweatshop conditions	Outsourcing to developing world
Mass production (assembly-line)	Secrecy/impersonality
Merchandising (DVDs/t-shirts/dolls)	Animal cruelty/exploitation
Commodification	Prison-like environment
Powerful/monolithic exterior	Greed/irresponsibility

Level 4 (10-12 marks)

Thorough knowledge and understanding of a **wide range** of ways the commercial nature of media institutions is satirised, 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 commercial nature of media institutions is satirised, 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 commercial nature of media institutions is satirised, 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 commercial nature of media institutions is satirised, 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 features of the whole sequence made it so popular on *YouTube*?

This question tests knowledge and understanding of the concept of audience, in this case the appeal of the whole sequence for the audience of a video-sharing website.

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).

Possible reasons for the sequence's popularity on *YouTube* include:

Use of wit/humour/irony	Tagging of <i>Simpsons</i> ' iconic locations
Sending up of <i>Twentieth Century Fox</i>	Controversy (outsourcing issue/debate)
Exclusivity (limited distribution)	Opportunity to view a ' <i>Banksy</i> '
Ability to rate/comment/share/embed	Brevity (under two minutes)
Post-modernism (bricolage/playfulness/parody)	
Richness/layers/depth (repeated viewings rewarded e.g. spotting of <i>Banksy</i> rats)	

Level 4 (10-12 marks)

Thorough knowledge and understanding of a **wide range** of reasons for the sequence's popularity online, demonstrated by **detailed reference** to the text and **confident** use of media terminology.

Level 3 (7-9 marks)

Sound knowledge and understanding of **several** reasons for the sequence's popularity online, demonstrated by **solid reference** to the text and **proficient** use of media terminology.

Level 2 (4-6 marks)

Some knowledge and understanding of **some** reasons for the sequence's popularity online, 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 sequence's popularity online, 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

5. Consider how imaginative techniques are used by media products from your cross-media study to attract and maintain audiences.

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

Level 4 (25-32 marks)	<ul style="list-style-type: none">• Thorough application of knowledge and understanding of how imaginative techniques are used to attract and maintain audiences• Thorough use of a range of detailed examples from three media platforms• Clear, well organised and appropriate communication. Engaged individual response with fluent use of media terminology• Confident understanding and application of media ideas/issues/theories/debates
Level 3 (17-24 marks)	<ul style="list-style-type: none">• Sound application of knowledge and understanding of how imaginative techniques are used to attract and maintain audiences• 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
Level 2 (9-16 marks)	<ul style="list-style-type: none">• Some application of knowledge and understanding of how imaginative techniques are used to attract and maintain audiences• 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
Level 1 (1-8 marks)	<ul style="list-style-type: none">• Limited application of knowledge and understanding of how imaginative techniques are used to attract and maintain audiences• 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
Level 0 (0 marks)	<ul style="list-style-type: none">• No relevant/appropriate/suitable response

OR

6. **Synergy is the process by which media institutions use a range of platforms to promote, sell and distribute their products. Assess the impact of synergy in your cross-media study.**

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

Level 4 (25-32 marks)	<ul style="list-style-type: none">• Thorough application of knowledge and understanding of how and why media institutions use synergy• Thorough use of a range of detailed examples from three media platforms• Clear, well organised and appropriate communication. Engaged individual response with fluent use of media terminology• Confident understanding and application of media ideas/issues/theories/debates
Level 3 (17-24 marks)	<ul style="list-style-type: none">• Sound application of knowledge and understanding of how and why media institutions use synergy• 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
Level 2 (9-16 marks)	<ul style="list-style-type: none">• Some application of knowledge and understanding of how media institutions use synergy• 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
Level 1 (1-8 marks)	<ul style="list-style-type: none">• Limited application of knowledge and understanding of how media institutions use synergy• 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
Level 0 (0 marks)	<ul style="list-style-type: none">• No relevant/appropriate/suitable response