



A-LEVEL

Media Studies

Unit 3 Critical Perspectives MEST3

Mark scheme

2570
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Version 1.0: Final

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' 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 from aqa.org.uk

Critical Perspectives (MEST3)

80 raw marks - 32 marks for Section A (AO1) and 48 marks for Section B (AO2)
Weighting: AO1 40%, AO2 60%

Section A

Total 32 marks

This section assesses the following assessment objective:

AO1 Demonstrate knowledge and understanding of media concepts, contexts and critical debates

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).

Section B

Total 48 marks

This section assesses the following assessment objective:



AO2 Apply knowledge and understanding when analysing media productions and processes to show how meanings and responses are created

Each question should be marked using the appropriate marking criteria.

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.

Use the annotations below from the toolbar:

| Symbol | Component Definition |
|---|-------------------------------|
|  | Good Point |
|  | Questionable |
| L | Language/Form/Narrative/Genre |
| R | Representation |
| A | Audience |
| I | Institution |
| V | Value and Ideology |
| F | Focus |
| T | Theory |
| CONT | Wider Context |
| C | Critical Autonomy |
| EG | Example |

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. It is useful to take these comments from the level descriptors. An example will be presented at the standardisation meeting of a 'Model Marked Script'.

POINTS TO REMEMBER

- Please mark positively
- Use the entire spread of marks and take a “best fit” approach
- Reward use of appropriate media terminology (not language expression)
- Reward unusual responses when supported by specific reference to text(s), or consult your senior examiner
- Notes must not be marked.

SECTION A

Question 1

Contrast the techniques used by each product to communicate its message.

(8 marks)

Assessment of:

- Analysis
- Concepts
- References to products

Level 4 (7-8 marks)

A sophisticated analysis, showing very good critical autonomy.
Sophisticated understanding of media concepts, in particular media language within both media products.
Supported by detailed references to both media products.
Articulate and engaged.

Level 3 (5-6 marks)

A proficient analysis, showing good critical autonomy.
Good understanding of media concepts, in particular media language within both media products.
Supported by references to both media products.
Clearly expressed.

Level 2 (3-4 marks)

A satisfactory analysis, showing critical autonomy.
Adequate understanding of media concepts, in particular media language within both media products.
Supported by references to the media product/s.
Generally clear expression.

Level 1 (1-2 marks)

A basic analysis.
Some understanding of media concepts, in particular media language within the media product(s).
Meaning may be obscured at times by weaknesses in written communication.

Level 0 (0 marks)

No relevant content.

Question 2

In what ways are issues of personal identity presented in the media?
You may refer to other products to support your answer.

(12 marks)

Assessment of:

- Evaluation
- Media issues/debates/theories
- Examples can be from unseen exam products or other media products

Level 4 (10-12 marks)

A sophisticated evaluation, showing very good critical autonomy.
Detailed and sophisticated application of a wide range of media issues/debates/theories.
Supports answer with a wide range of examples.
Articulate and engaged.

Level 3 (7-9 marks)

A proficient evaluation, showing good critical autonomy.
Proficient application of a range of media issues/debates/theories.
Supports answer with a range of examples.
Clearly expressed.

Level 2 (4-6 marks)

A satisfactory evaluation, showing critical autonomy.
Adequate application of a number of media issues/debates/theories.
May support answer with examples.
Generally clear expression.

Level 1 (1-3 marks)

A basic evaluation.
Basic application of some critical issues/debates/theories.
Meaning may be obscured at times by weaknesses in written communication.

Level 0 (0 marks)

No relevant content.

Question 3

How important is it to media producers that audiences adopt a positive attitude to the use of new and digital media?

You must refer to other products to support your answer.

(12 marks)

Assessment of:

- Evaluation
- Wider contexts
- Examples from other media products must be used

Level 4 (10-12 marks)

A sophisticated and detailed evaluation, showing very good critical autonomy.
Sophisticated and detailed application of a wide range of wider contexts.
Supports answer with a wide range of examples from other media.
Articulate and engaged.

Level 3 (7-9 marks)

A proficient evaluation, showing good critical autonomy.
Proficient application of a range of wider contexts.
Supports answer with a range of examples of other media.
Clearly expressed.

Level 2 (4-6 marks)

A satisfactory evaluation, showing critical autonomy.
Adequate application of a number of wider contexts.
Supports answer with examples from other media.
Generally clear expression.

Level 1 (1-3 marks)

A basic evaluation.
Basic application of some wider contexts.
Some examples from other media included.
Meaning may be obscured at times by weaknesses in written communication.

Level 0 (0 marks)

No relevant content.

Possible answers for Section A

Question 1

Contrast the techniques used by each product to communicate its message.

These are only possible points that could be included in answers. You should reward other valid points appropriate to the mark scheme.

- Identification developed via montage celebrating universality of marriage
- Contrast similarities in celebration/social ritual
- Viewpoint of photographer
- Fast editing
- Catchy soundtrack
- Appeal to a range of audiences through use of different nationalities / ages etc.
- Direct address of the “Who are you?” questioning
- Use of text on screen to provide a very contemporary scene
- One text creates the desire to own a product, while the other encourages self-realisation

Question 2

In what ways are issues of personal identity presented in the media? You may refer to other products to support your answer.

These are only possible points that could be included in answers. You should reward other valid points appropriate to the mark scheme.

- Identification with celebrity
- Response to lifestyle activities and celebration of choices
- Modification of audience behaviour
- Online identity and manipulation
- Creation of personal spectacle
- Pros and cons of social networks
- Increased opportunity for members of the public to control their own representations

Question 3

How important is it to media producers that audiences adopt a positive attitude to the use of new and digital media?

You must refer to other products to support your answer.

These are only possible points that could be included in answers. You should reward other valid points appropriate to the mark scheme.

- Key to advertising/marketing revenue
- Growth of e-Media economy
- Illusion of empowerment
- Direct audience feedback
- Demographic targeting
- Cross media promotion
- Students may engage in responses that take an oppositional standpoint; essentially stating that it is not important to media producers that audiences adopt a positive attitude as this means those media producers have to relinquish an element of control. Such responses are absolutely fine, as long as the points being made are valid and supported by reference to relevant media debates, topics and theories.

SECTION B**(48 marks)**

Assessment of:

- Understanding of Identities and the Media, or The impact of New and Digital Media
- Focus on the question
- Media issues/debates/theories and wider contexts
- Independent case study with examples

Identities and the Media**Question 4**

Access to social media has empowered people to assert their true identity. Does evidence from your case study suggest that this is the case?

Question 5

“To argue that audiences have their identities shaped by the media they consume is simply to insult them. People are much smarter than that.” Does your case study indicate that people are ‘much smarter than that’?

| | |
|------------------------------------|---|
| Level 4 (37- 48 marks) | A sophisticated and comprehensive essay, showing very good critical autonomy. Sophisticated and detailed understanding of identity. A sharp focus on the question throughout. Sophisticated application of a wide range of media issues/debates/theories and wider contexts. A comprehensive individual case study, with a wide range of detailed examples. Well structured, articulate and engaged. |
| Level 3 (25 - 36 marks) | A good essay, showing good critical autonomy. Proficient understanding of identity. A clear focus on the question. Good application of a range of media issues/debates/theories and wider contexts. A clear individual case study, with a range of examples. Well-structured and clearly expressed. |
| Level 2 (13 - 24 marks) | A satisfactory essay, showing critical autonomy. Adequate understanding of identity. Focuses mainly on the question. Adequate application of media issues/debates/theories and wider contexts. An adequate individual case study, with a number of examples. Mostly well-structured and generally clear. |

| | |
|-----------------------------------|--|
| Level 1 (1 - 12 marks) | A basic essay. Some understanding of identity. May lack focus on the question. A basic application of some media issues/debates/theories or wider contexts. Evidence of a case study and supported by some examples. Meaning may be obscured at times by weaknesses in communication. |
| Level 0 (0 marks) | No relevant content. |

The Impact of New/Digital Media

Question 6

One of the great benefits of new and digital media is that they have enabled audiences to set their own agenda in terms of how they use the media. Does evidence from your case study support this view?

Question 7

“We stand for a single internet where all of humanity has equal access to knowledge and ideas.”

Hillary Clinton, former United States Secretary of State, January 2010.

Does your case study suggest that new and digital media have made a positive contribution to humanity?

| | |
|--|--|
| <p>Level 4 (37- 48 marks)</p> | <p>A sophisticated and comprehensive essay, showing very good critical autonomy. Sophisticated and detailed understanding of new and digital media. A sharp focus on the question throughout. Sophisticated application of a wide range of media issues/debates/theories and wider contexts. A comprehensive individual case study, with a wide range of detailed examples. Well structured, articulate and engaged.</p> |
| <p>Level 3 (25 - 36 marks)</p> | <p>A good essay, showing good critical autonomy. Proficient understanding of new and digital media. A clear focus on the question. Good application of a range of media issues/debates/theories and wider contexts. A clear individual case study, with a range of examples. Well-structured and clearly expressed.</p> |
| <p>Level 2 (13 - 24 marks)</p> | <p>A satisfactory essay, showing critical autonomy. Adequate understanding of new and digital media. Focuses mainly on the question. Adequate application of media issues/debates/theories and wider contexts. An adequate individual case study, with a number of examples. Mostly well-structured and generally clear.</p> |
| <p>Level 1 (1 - 12 marks)</p> | <p>A basic essay. Some understanding of new and digital media. May lack focus on the question. A basic application of some media issues/debates/theories or wider contexts. Evidence of a case study and supported by some examples. Meaning may be obscured at times by weaknesses in communication.</p> |
| <p>Level 0 (0 marks)</p> | <p>No relevant content.</p> |

Possible answers for Section B

These are only possible points that could be included in answers. You should reward other valid points appropriate to the mark scheme.

Question 4

Access to social media has empowered people to assert their true identity. Does evidence from your case study suggest that this is the case?

These are only possible points that could be included in answers. You should reward other valid points appropriate to the mark scheme.

- Identification/acknowledgement of problem of ‘true’ identity
- Multiple and mutable identities
- Balance of power producer/audience
- Illusion of empowerment
- Exemplification, via case study, of impact

Question 5

“To argue that audiences have their identities shaped by the media they consume is simply to insult them. People are much smarter than that.” Does your case study indicate that people are ‘much smarter than that’?

These are only possible points that could be included in answers. You should reward other valid points appropriate to the mark scheme.

- Media impact on identities
- Discriminatory power of audience
- Audience passivity versus audience resistance
- Audience empowerment in consumption
- Exemplification via case study

Question 6

One of the great benefits of new and digital media is that they have enabled audiences to set their own agenda in terms of how they use the media. Does evidence from your case study support this view?

These are only possible points that could be included in answers. You should reward other valid points appropriate to the mark scheme.

- Agenda setting via consumption
- Agenda setting via production
- Role of e-commerce
- Globalisation and media manipulation
- Exemplification via case study

Question 7

“We stand for a single internet where all of humanity has equal access to knowledge and ideas.” Hillary Clinton, former United States Secretary of State, January 2010. Does your case study suggest that new and digital media have made a positive contribution to humanity?

These are only possible points that could be included in answers. You should reward other valid points appropriate to the mark scheme.

- Government control of web based technologies
- Individual freedom
- Global nature of e-Media
- Repressive regimes and emergent democracies
- Information and democracy
- Folk devils – terrorism and paedophilia