



A-LEVEL

Media Studies

MEST3 Critical Perspectives
Mark scheme

2570
June 2016

Version 1.0: Final Mark Scheme

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.

Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

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.

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. 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
DES	Description
	Questionable
	Language/Form/Narrative/Genre
	Representation
	Audience
	Institution
	Value and Ideology
	Focus
	Theory
	Wider Context
	Critical Autonomy
	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'.

SECTION A

Question 1 **What media language techniques are used to make each product appear authoritative and trustworthy?**

[8 marks]

Assessment of:

- Analysis
- Concepts
- References to products

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

- Use of narrative voiceover
- Use of soundtrack to establish tone
- Use of self-contained narrative that resembles a Hollywood film
- Use of differing production values
- Use of direct address
- Use of hand-held camera to suggest immediacy
- Use of interviews involving residents in New Era estate
- Role of Russell Brand as celebrity figure

Level 4 (7-8 marks)

A sophisticated analysis, showing very good critical autonomy.

Sophisticated understanding of media concepts, in particular media language and institution – brand 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 and institution – 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 and institution – 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 and institution – within the media product(s).

Meaning may be obscured at times by weaknesses in written communication.

Level 0 (0 marks)

Mostly descriptive and/or irrelevant answer.

Question 2 **How do media products encourage audiences to agree with a certain set of values and beliefs? You may refer to other media products to support your answer.**

[12 marks]

Assessment of:

- Evaluation
- Media issues/debates/theories
- Examples – may

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

- Development of coherent set of values and beliefs that can be seen in all products created by individual institutions
- Use of language to establish authority
- High production values to establish tone, mood and atmosphere
- Repetition of values, meaning that dissenting voices don't often get heard
- Limited opportunity for audiences to provide instant feedback
- Moderation of feedback by media producers
- Presentations of fact rather than opinion

Level 4 (10-12 marks)

A sophisticated evaluation, showing very good critical autonomy.
Detailed and sophisticated application of a wide range of media debates, issues and 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 debates, issues and 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 debates, issues and theories. May support answer with examples. Generally clear expression.

Level 1 (1-3 marks)

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

Level 0 (0 marks)

Mostly descriptive and/or irrelevant answer.

Question 3 **Should the media provide accessible platforms for alternative or oppositional voices? You should refer to other media products to support your answer.**
[12 marks]

Assessment of:

- Evaluation
- Wider contexts
- Examples – should

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

- Role of the media in our everyday lives
- Responsibilities of the media in catering to a wide variety of opinions
- Differences between public service broadcasters and privately owned media institutions
- Opportunities for audiences to express their own values and beliefs
- Changes in media technology / impact upon audiences and producers
- Role of audiences in providing feedback to media products
- Role of government in democratic societies

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)

Mostly descriptive and/or irrelevant answer.

SECTION B

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 "Popular ideas about the self in society have changed, so that identity is today seen as more fluid and transformable than ever before." David Gauntlett Use your case study to explore this idea. [48 marks]

Question 5 "In an increasingly globalised world, the ability to create an 'alternative' identity is becoming more difficult." Does your case study support this view? [48 marks]

Level 4 (37-48 marks)

A sophisticated and comprehensive essay, showing very good critical autonomy.
 Sophisticated and detailed understanding of identity/new and digital media.
 A sharp focus on the question throughout.
 Sophisticated application of a wide range of media debates/issues/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/new and digital media. A clear focus on the question.
 Good application of a range of media debates, issues and 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 some critical autonomy.
 Adequate understanding of identity/new and digital media. Focuses mainly on the question.
 Adequate application of media debates/issues/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/new and digital media. May lack focus on the question.
 A basic application of some media debates/issues/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)

Mostly descriptive and/or irrelevant answer. Little focus on the question.

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

Question 4

- Changing societal values over recent times
- Increased audience exposure to a range of identities, encouraging wider acceptance
- Changes in technology that allow audiences to “have more control” over their own identity
- Impact of globalisation
- Concept of mass audiences vs individualised responses

Question 5

- Changing societal values over time
- Changing global landscape
- Increased understanding of “alternative”
- Greater audience exposure to “the other”
- Globalisation and the homogenisation of cultures
- Impact of capitalism upon individual audience members

Question 6 “As a result of developments in new and digital media, traditional media institutions face a struggle to survive.” Use your case study to discuss this statement.

[48 marks]

Question 7 Data is "retained and subsequently used without the subscriber or registered user being informed... private lives are the subject of constant surveillance". European Court of Justice - April 2014

With reference to your case study, discuss the extent to which you agree that 'private lives are the subject of constant surveillance'.

[48 marks]

Level 4 (37-48 marks)

A sophisticated and comprehensive essay, showing very good critical autonomy.
Sophisticated and detailed understanding of identity/new and digital media.
A sharp focus on the question throughout.
Sophisticated application of a wide range of media debates/issues/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/new and digital media. A clear focus on the question.
Good application of a range of media debates, issues and 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 some critical autonomy.
Adequate understanding of identity/new and digital media. Focuses mainly on the question.
Adequate application of media debates/issues/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/new and digital media. May lack focus on the question.
A basic application of some media debates/issues/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)

Mostly descriptive and/or irrelevant answer. Little focus on the question.

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

Question 6

- Historical role of media producers
- Recent developments in new and digital media
- Impact upon, and responses of, traditional media producers
- Changing demands of audiences
- Different situations in different mediums and on different platforms

Question 7

- Changes in technology
- Increased role of online platforms in daily life
- Rise of ‘threats to western democracy’
- Role of the government in ‘over-seeing’ the activities of the public
- Ethical and moral debates within the issue
- Role of regulation and censorship, particularly where there is none/little in place