



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

Mark scheme January 2003

GCE

Media Studies

Unit MED4

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Unit 4: Texts and Contexts in the Media

Assessment Objectives tested: A01, A02, A03i

A01 Demonstrate knowledge and application of the Key Concepts employed within Media Studies and the evaluation of texts and ideas using Key Concepts.

A02 Demonstrate knowledge and application of the wider contexts (historical, social, political, economic) relevant to Media Studies.

A03i Demonstrate knowledge, application and evaluation of major ideas, theories, debates and information relevant to the study of contemporary media.

The assessment criteria fall into two parts:

- (a) criteria relating to general skills and abilities which apply across all questions;
- (b) criteria relating to content which is specific to a particular question.

It should be noted that the schematic distinction between (a) and (b) is made for the purposes of clarity and transparency. In practice the relationship between content knowledge and intellectual skills and abilities is more organic than is suggested here.

General assessment criteria

Level 6 26 – 30 marks

Sophisticated knowledge and flexible application of the Key Concepts to texts, issues, ideas, debates and their relevant contexts. Confident evaluation of texts and ideas using the Key Concepts. Very sound knowledge and application of relevant major ideas, theories, debates and information. Thorough evaluation of relevant major ideas, theories, debates and information on the basis of the available evidence. Confident, detailed personal evaluation of texts or issues where relevant. Excellent knowledge and application of relevant historical, political, social and economic contexts. Excellent appreciation of the contextual demands and implications of the questions asked. Excellent evidence of critical autonomy and independent thinking, particularly in relating texts to a range of wider contexts. Excellent understanding of major principles and an ability to apply them. Detailed exemplification of arguments/principles from a wide range of sources. Fluently written and clearly organised and presented.

Level 5 21 – 25 marks

Good knowledge and application of the Key Concepts to texts, issues, ideas, debates and their wider contexts. Good evaluation of texts and ideas using the Key Concepts. Proficient knowledge and application of relevant major ideas, theories, debates and information. Good evaluation of relevant major ideas, theories, debate and information on the basis of the available evidence. Good, detailed personal evaluation of texts or issues where relevant. Good knowledge and application of relevant historical, political, social and economic contexts. Good appreciation of the contextual demands and implications of the questions asked. Good evidence of critical autonomy and independent thinking, particularly in relating texts to a range of wider contexts. Good understanding of major principles and an ability to apply them. Good exemplification of arguments/principles from a range of sources. Well written and clearly organised and presented.

Level 4 16 – 20 marks

Competent knowledge and application of the Key Concepts to texts, issues, ideas, debates and their wider contexts. Sound evaluation of texts and ideas using the Key Concepts. Competent knowledge and application of relevant major ideas, theories, debates and information. Sound evaluation of relevant major ideas, theories, debates and information on the basis of the available evidence. Some detailed personal evaluation of texts or issues where relevant, based on sound evidence. Competent knowledge and application of relevant historical, political, social and economic contexts. Fair appreciation of the contextual demands and implications of the questions asked. Some evidence of critical autonomy and independent thinking, particularly in relating texts to a range of wider contexts. Some understanding of major principles and an ability to apply them. Competent exemplification of arguments/principles from a range of sources. Clearly written and competently organised and presented.

Level 3 11 – 15 marks

Sound knowledge of the Key Concepts but some difficulty in applying them, especially to wider contextual factors. Basic evaluation of texts and ideas using the Key Concepts. Basic knowledge and some application of relevant major ideas, theories, debates and information. Basic evaluation of the relevant major ideas, theories, debates and information on the basis of available evidence. Some personal evaluation of texts or issues where relevant. Evidence may be thin. Some knowledge of relevant historical, political, social and economic contexts, but application to texts may be sketchy. Some appreciation of the contextual demands and implications of the questions asked. Little evidence of critical autonomy and independent thinking, particularly in relating texts to a range of wider contexts. Sketchy understanding and weak application of major principles. Limited exemplification of arguments/principles from a narrow range of sources. Writing generally will be clear in spite of some errors of grammar and syntax, and there should be evidence of basic organisational competence.

Level 2 6 – 10 marks

Some knowledge and application of the Key Concepts. Some evaluation of texts and ideas using the Key Concepts. Evidence may be sketchy. Some knowledge and application of relevant major ideas, theories, debates and information. Some evaluation of relevant major ideas, theories, debates and information, although this may be perfunctory with little attempt to organise the evidence. Some personal evaluation of texts or issues where relevant, but based on sketchy evidence. Weak knowledge and appreciation of relevant historical, political, social and economic context. Weak appreciation of the contextual demands and implications of the questions asked. Weak exemplification of arguments/principles from a very limited range of sources. Written material will be presented clearly, though there may be some irrelevancy, and overall coherence and organisation may be weak.

Level 1 0 – 5 marks

The answer will fail to meet the positive assessment criteria outlined below and will not be A Level quality. Credit will be given for:

- (i) any knowledge or application of the Key Concepts
- (ii) any evaluation of texts, ideas, theories or debates using the Key Concepts
- (iii) any knowledge or application of relevant major ideas, theories, debates and information
- (iv) any knowledge or application of relevant wider contexts
- (v) any attempt to answer the question
- (vi) any relevant exemplification.

Question specific criteria

These are given on the following pages.

Question 1(a)

(30 marks)

“Bias in the news is inevitable.” Do you agree?

Provide examples to illustrate your answer.

| Level | A01 | A02 | A03i |
|----------------------------|--|--|---|
| | <i>Demonstrate knowledge and application of the Key Concepts employed within Media Studies and the evaluation of texts and ideas using the Key Concepts</i> | <i>Demonstrate knowledge and application of the wider contexts (historical, social, political, economic) relevant to Media Studies</i> | <i>Demonstrate knowledge, application and evaluation of major ideas, theories, debates and information relevant to the study of contemporary media</i> |
| 6 26-30 marks | Excellent knowledge and illustration of the concept of bias, showing sophisticated knowledge and application of relevant Key Concepts. A grasp of balance in news reporting may be shown. | Confident evaluation of the situation, referencing a wide range of contextual influences (for example, social, economic, institutional and ideological). Excellent evaluation which is personal but is based upon some consideration of current ideas and wider contextual factors. | Detailed illustration using examples throughout the answer, which will display a comprehensive knowledge of current ideas, debates and information about news. Thorough evaluation and good personal response. |
| 5 21-25 marks | Good knowledge and illustration of the concept of bias, showing proficient knowledge and application of relevant Key Concepts. Some awareness of balance in news reporting may be shown. | Good evaluation of the situation, referencing a wide range of contextual influences (for example, social, economic, institutional and ideological). Good evaluation which is personal but is based upon some consideration of current ideas and contextual factors. | Good illustration using examples throughout the answer, which will display a proficient knowledge of current ideas, debates and information about news. Clear and engaged personal response. |

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| <p>4 16-20 marks</p> | <p>Sound knowledge and illustration of the concept of bias, showing solid knowledge and application of the Key Concepts.</p> <p>Limited awareness of balance in news reporting may be shown.</p> | <p>Sound evaluation of the situation, referencing a wide range of contextual influences (for example, social, economic, institutional and ideological).</p> <p>Sound evaluation which is largely personal, but is based upon some consideration of current ideas or wider contextual factors.</p> | <p>Sound illustration via examples throughout the answer, which will display a solid knowledge of current ideas, debates and information about news.</p> <p>Generally sound personal response.</p> |
| <p>3 11-15 marks</p> | <p>Basic knowledge and illustration of the concept of bias. Shows knowledge and application of some relevant Key Concepts.</p> | <p>Some evaluation of the situation, though this may be superficial and confined to one or two contextual factors.</p> <p>Personal evaluation, but with some consideration of wider evidence.</p> | <p>Some illustration via examples which will display sketchy knowledge of current ideas, debates and information about news.</p> <p>Simple personal response, though arguments may be undeveloped.</p> |
| <p>2 6-10 marks</p> | <p>Some understanding of the concept of bias is evident.</p> | <p>Accounting for situation is confined to one broad explanation.</p> <p>Evaluation is weak, personal and unsubstantiated.</p> | <p>Sketchy illustration, showing little awareness of current ideas, debates and information about news.</p> <p>Superficial and/or confused response.</p> |
| <p>1 0-5 marks</p> | <p>There may be one or two isolated points of some relevance, which can be rewarded:</p> <ul style="list-style-type: none"> - any knowledge or application of Key Concepts - any attempt to answer the question - any relevant exemplification. | <p>No awareness of any wider contexts.</p> | <p>Next to no awareness of any ideas, theories, debates and information.</p> |

Question 1(b)

(30 marks)

Are news values treated in the same way within the press and broadcast news?

Give examples to support your answer.

| Level | A01 | A02 | A03i |
|----------------------------|--|--|--|
| | <i>Demonstrate knowledge and application of the Key Concepts employed within Media Studies and the evaluation of texts and ideas using the Key Concepts</i> | <i>Demonstrate knowledge and application of the wider contexts (historical, social, political, economic) relevant to Media Studies</i> | <i>Demonstrate knowledge, application and evaluation of major ideas, theories, debates and information relevant to the study of contemporary media</i> |
| 6 26-30 marks | Excellent demonstration of knowledge and evaluation of issues related to the selection of news. Shows sophisticated knowledge of Key Concepts. Confident demonstration of knowledge, application and evaluation of the process of news selection, as applied to both press and broadcast news. Concrete textual illustration of points being made. | Sophisticated knowledge and application of wider contexts in explaining the importance of news selection, and excellent exploration of the treatment in both the press and broadcast news. | Detailed exemplification throughout, which will display a comprehensive knowledge of current ideas, debates and theories on news selection. Thorough evaluation and good personal response. |
| 5 21-25 marks | Good demonstration of knowledge, application and evaluation of issues related to the selection of news. Shows proficient knowledge of Key Concepts. Good demonstration of knowledge, application and evaluation of the process of selection, as applied to both press and broadcast news. | Good knowledge and application of wider contexts in explaining the importance of news selection, and good exploration of the treatment in both the press and broadcast news. | Good exemplification throughout, which will display a proficient knowledge of current ideas, debates and theories on news selection. Clear and engaged personal response. |

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| <p>4 16-20 marks</p> | <p>Sound demonstration of knowledge, application and evaluation of issues related to the selection of news. Shows solid knowledge of Key Concepts.</p> <p>Sound demonstration of knowledge, application and evaluation of the process of selection, as applied to both the press and broadcast news.</p> | <p>Sound knowledge and application of wider contexts in explaining the importance of news selection, and sound exemplification of the treatment in both the press and broadcast news.</p> | <p>Sound exemplification, though illustration may be sketchy, which will display a solid knowledge of current ideas, debates and information about news selection.</p> <p>Generally sound personal response.</p> |
| <p>3 11-15 marks</p> | <p>Basic demonstration of knowledge, application and evaluation of issues related to the selection of news. Shows knowledge and application of some relevant Key Concepts.</p> <p>Basic demonstration of knowledge, application and evaluation of the process of selection, as applied to both the press and broadcast news.</p> | <p>Sketchy knowledge and application of wider contexts in explaining the process of selection. Some points of relevance made but not in any depth. Some exploration of the treatment in both the press and broadcast news.</p> | <p>Patchy exemplification. Some points satisfactorily illustrated, displaying sketchy knowledge of current ideas, debates and theories on news selection.</p> <p>Simple personal response, though arguments may be undeveloped.</p> |
| <p>2 6-10 marks</p> | <p>Weak demonstration of knowledge, application and evaluation of issues related to the selection of news.</p> <p>Some broadly based points are made, but some difficulty experienced in explaining the importance of news selection, as applied to both the press and broadcast news.</p> | <p>Weak knowledge and application of wider contexts in explaining the importance of news selection, and the treatment in both the press and broadcast news.</p> | <p>Some exemplification, but generally lacking in detail and specificity, displaying little awareness of current ideas, debates and theories on news selection.</p> <p>Superficial and/or confused response.</p> |
| <p>1 0-5 marks</p> | <p>There may be one or two isolated points of some relevance, which can be rewarded:</p> <ul style="list-style-type: none"> - any knowledge or application of Key Concepts - any attempt to answer the question - any relevant exemplification. | <p>No awareness of any wider contexts.</p> | <p>Next to no awareness of any ideas, theories, debates and information.</p> |

Question 2(a)

(30 marks)

Is it inevitable that a social group that is represented as alternative, eventually becomes mainstream?

Discuss with examples.

| Level | A01 | A02 | A03i |
|----------------------------|---|---|---|
| | <i>Demonstrate knowledge and application of the Key Concepts employed within Media Studies and the evaluation of texts and ideas using the Key Concepts</i> | <i>Demonstrate knowledge and application of the wider contexts (historical, social, political, economic) relevant to Media Studies</i> | <i>Demonstrate knowledge, application and evaluation of major ideas, theories, debates and information relevant to the study of contemporary media</i> |
| 6 26-30 marks | Excellent knowledge and application of how stereotypes are used in an alternative way in media representations. Detailed exemplification throughout, showing excellent knowledge and application of Key Concepts. | Detailed and confident referencing of a wide range of contextual examples, and whether or not they are used in an alternative/oppositional way. | Detailed exemplification throughout, which will display a comprehensive knowledge of current ideas, debates and information on representations. Thorough evaluation and good personal response. |
| 5 21-25 marks | Sound knowledge and application of how stereotypes are used in an alternative way in media representations. Good exemplification throughout, showing good knowledge and application of Key Concepts. | Good referencing of a wide range of contextual examples, and whether or not they are used in an alternative/oppositional way. | Good exemplification throughout, which will display a proficient knowledge of current ideas, debates, theories and information on representations. Clear and engaged personal response. |
| 4 16-20 marks | Some knowledge and application of how stereotypes are used in an alternative way in media representations. Knowledge and application of Key Concepts may be implicit, but is generally sound. Sound exemplification throughout. | Some referencing of a range of contextual examples and whether or not they are used in an alternative/oppositional way. | Sound exemplification, though illustration may be sketchy, displaying a solid knowledge of current ideas, debates, theories and information on representations. Generally sound personal response. |

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| <p>3 11-15 marks</p> | <p>Basic knowledge and application of how stereotypes are used in an alternative way in media representations but this will be patchy and underdeveloped.</p> <p>Exemplification may be sketchy or narrow and make little explicit or implicit use of Key Concepts.</p> | <p>Some referencing of contextual factors in explaining stereotypes and whether or not they are used in an alternative/oppositional way.</p> | <p>Sketchy or narrow exemplification. Some points satisfactorily illustrated, displaying sketchy knowledge of current ideas, debates, theories and information on representations.</p> <p>Simple personal response, though arguments may be undeveloped.</p> |
| <p>2 6-10 marks</p> | <p>Little or no knowledge or application of how stereotypes are used in an alternative way in media representations.</p> <p>Some basic exemplification.</p> | <p>Little referencing of contextual factors in evaluating stereotypes, and whether or not they are used in an alternative/oppositional way.</p> | <p>Some basic exemplification, but generally lacking in detail, displaying little awareness of current ideas, debates, theories and information on representations.</p> <p>Superficial and/or confused response.</p> |
| <p>1 0-5 marks</p> | <p>There may be one or two isolated points of some relevance, which can be rewarded:</p> <ul style="list-style-type: none"> - any knowledge or application of Key Concepts - any attempt to answer the question - any relevant exemplification. | <p>No awareness of any wider contexts.</p> | <p>Next to no awareness of any ideas, theories, debates and information.</p> |

Question 2(b)**(30 marks)****How does the media represent a place that you have studied?****Illustrate your answer with examples.**

| Level | A01 | A02 | A03i |
|-------------------------|---|---|--|
| | <i>Demonstrate knowledge and application of the Key Concepts employed within Media Studies and the evaluation of texts and ideas using the Key Concepts</i> | <i>Demonstrate knowledge and application of the wider contexts (historical, social, political, economic) relevant to Media Studies</i> | <i>Demonstrate knowledge, application and evaluation of major ideas, theories, debates and information relevant to the study of contemporary media</i> |
| 6 26-30 marks | Sophisticated discussion of representation of the place, using Key Concepts. Excellent categorisation and analysis of dominant positive and negative representations of the place. Thorough exemplification, detailed and specific, showing evidence of originality or critical engagement. | A wide range of factors covered (e.g. social, economic and potential status of the place, political issues within media institutions, historical and ideological influences). | Very good emphasis upon contemporary or relatively recent representations. Excellent evaluation of how the place is represented, displaying a comprehensive knowledge of current ideas, theories, debates and information on representations. Thorough evaluation and good personal response. |
| 5 21-25 marks | Good discussion of representation of the place, using Key Concepts. Good categorisation and analysis of dominant representations of the place. Good exemplification, argument is well supported by specific examples. | A range of factors covered (e.g. social, economic and potential status of the place, political issues within media institutions, historical and ideological influences). | Good emphasis upon contemporary or relatively recent representations. Good account of how the place is represented, displaying a proficient knowledge of current ideas, theories, debates and information on representations. Clear and engaged personal response. |
| 4 16-20 marks | Sound discussion of representation of the place, using Key Concepts. Some categorisation and analysis of dominant representations of the place. Sound exemplification, competent illustration rather than detailed or wider ranging. | A number of factors covered (e.g. social, economic and potential status of the place, political issues within media institutions, historical and ideological influences). | An emphasis upon contemporary or relatively recent representations. Competent account of how the place is represented, displaying a solid knowledge of current ideas, theories, debates and information on representations. Generally sound personal response. |

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| <p>3 11-15 marks</p> | <p>Partial and conventional account of how place is represented, but with some important telling points. Some use of Key Concepts.</p> <p>Categorisation of representations of the place is limited or superficial.</p> | <p>Some knowledge of contextual factors.</p> | <p>Some emphasis upon contemporary factors. Either one factor of how the place is represented with sound supportive detail or more than one factor with sketchy supportive detail, displaying sketchy knowledge of current ideas, theories, debates and information on representations.</p> <p>Simple personal response, though arguments may be undeveloped.</p> |
| <p>2 6-10 marks</p> | <p>Partial and fragmented account of how place is represented. Some relevant points made but with little sense of coherence.</p> <p>Little use of Key Concepts. Little attempt to categorise the representations of the place.</p> | <p>Little knowledge of contextual factors.</p> | <p>Little emphasis on contemporary representations. Examples are limited, conventional and dated. They may not always exemplify the points being made.</p> <p>How the place is represented is superficial and lacking in detail, displaying little awareness of current ideas, debates, theories and information on representations.</p> <p>Superficial and/or confused response.</p> |
| <p>1 0-5 marks</p> | <p>There may be one or two isolated points of some relevance, which can be rewarded:</p> <ul style="list-style-type: none"> - any knowledge or application of Key Concepts - any attempt to answer the question - any relevant exemplification. | <p>No awareness of any wider contexts.</p> | <p>Next to no awareness of any ideas, theories, debates and information.</p> |

Question 3(a)

(30 marks)

Do media producers rely too heavily on tried and tested genres?

Discuss with specific examples.

| Level | A01 | A02 | A03i |
|----------------------------|---|--|--|
| | <i>Demonstrate knowledge and application of the Key Concepts employed within Media Studies and the evaluation of texts and ideas using the Key Concepts</i> | <i>Demonstrate knowledge and application of the wider contexts (historical, social, political, economic) relevant to Media Studies</i> | <i>Demonstrate knowledge, application and evaluation of major ideas, theories, debates and information relevant to the study of contemporary media</i> |
| 6 26-30 marks | <p>Excellent knowledge and application of media genres.</p> <p>Confident ability to use genre as a meta-discourse.</p> <p>Excellent coverage of more than one medium where appropriate.</p> <p>Detailed exemplification of targeting audiences, demonstrating knowledge and application of media language and other Key Concepts.</p> | <p>Confident account of the importance of audience expectation to media genres, drawing on relevant economic, institutional and audience contexts.</p> <p>Clear and detailed discussion of targeting audiences, drawing on relevant social and audience contexts to the extent to which producers rely on genre.</p> | <p>Detailed exemplification throughout which will display a comprehensive knowledge of current ideas, theories, debates and information on genre.</p> <p>Thorough evaluation and good personal response.</p> |
| 5 21-25 marks | <p>Good knowledge and application of media genres.</p> <p>Good ability to use genre as a meta-discourse.</p> <p>Good coverage of more than one medium where appropriate.</p> <p>Good exemplification of targeting audiences, demonstrating knowledge and application of media language and other Key Concepts.</p> | <p>Good account of the importance of audience expectation to media genres, drawing on relevant economic, institutional and audience contexts.</p> <p>Clear discussion of targeting audiences, drawing on relevant social and audience contexts to the extent to which producers rely on genre.</p> | <p>Good exemplification throughout which will display a proficient knowledge of current ideas, theories, debates and information on genre.</p> <p>Clear and engaged personal response.</p> |

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| <p>4 16-20 marks</p> | <p>Sound knowledge and application of media genres.</p> <p>Some ability to use genre as a meta-discourse.</p> <p>Some coverage of more than one medium where appropriate.</p> <p>Some exemplification of targeting audiences, demonstrating knowledge and application of media language and other Key Concepts.</p> | <p>Sound account of the importance of audience expectation to media genres, drawing on some relevant economic, institutional and audience contexts.</p> <p>Some discussion of targeting audiences, drawing on some relevant social and audience contexts to the extent to which producers rely on genre.</p> | <p>Sound exemplification throughout which will display a solid knowledge of current ideas, theories, debates and information on genre.</p> <p>Generally sound personal response.</p> |
| <p>3 11-15 marks</p> | <p>Basic knowledge and application of media genres.</p> <p>Limited and superficial ability to use genre as a meta-discourse.</p> <p>Some exemplification of targeting audiences, demonstrating knowledge and application of media language and other Key Concepts.</p> | <p>Limited account of the importance of audience expectation to media genres.</p> <p>Limited knowledge of contexts.</p> | <p>Little exemplification throughout which will display a sketchy knowledge of current ideas, theories, debates and information on genre.</p> <p>Simple personal response, though arguments may be underdeveloped.</p> |
| <p>2 6-10 marks</p> | <p>Partial and fragmented knowledge and application of media genres.</p> <p>Little use of Key Concepts.</p> | <p>No convincing knowledge of the importance of audience expectation to media genres.</p> | <p>Exemplification is limited and dated and may be irrelevant.</p> <p>Superficial and/or confused response.</p> |
| <p>1 0-5 marks</p> | <p>There may be one or two isolated points of some relevance, which can be rewarded:</p> <ul style="list-style-type: none"> - any knowledge or application of Key Concepts - any attempt to answer the question - any relevant exemplification. | <p>No awareness of any wider contexts.</p> | <p>Next to no awareness of any ideas, theories, debates and information.</p> |

Question 3(b)*(30 marks)***Outline recent significant developments in one genre of your choice.****Illustrate your answer with examples.**

| Level | A01 | A02 | A03i |
|----------------------------|--|--|--|
| | <i>Demonstrate knowledge and application of the Key Concepts employed within Media Studies and the evaluation of texts and ideas using the Key Concepts</i> | <i>Demonstrate knowledge and application of the wider contexts (historical, social, political, economic) relevant to Media Studies</i> | <i>Demonstrate knowledge, application and evaluation of major ideas, theories, debates and information relevant to the study of contemporary media</i> |
| 6 26-30 marks | Accomplished discussion of generic theory, with emphasis on one genre. Sophisticated analysis of recent developments. Excellent examples chosen to illustrate. Detailed textual analysis of examples using Key Concepts. | Excellent attempt to explore wider contextual issues (e.g. historical, social, political and ideological). | Detailed exemplification throughout which will display a comprehensive knowledge of current ideas, theories, debates and information on contemporary genre. Thorough evaluation and good personal response. |
| 5 21-25 marks | Good discussion of generic theory, with emphasis on one genre. Good analysis of recent developments. Good exemplification, argument is well supported by specific examples. Good analysis of examples using Key Concepts. | Good attempt to explore wider contextual issues (e.g. historical, social, political and ideological). | Good exemplification throughout which will display a proficient knowledge of current ideas, theories, debates and information on contemporary genre. Clear and engaged personal response. |
| 4 16-20 marks | Sound discussion of generic theory, with emphasis on one genre. Some analysis of recent developments. Sound exemplification, argument is well supported by specific examples. Some analysis of examples using Key Concepts. | Sound attempt to explore wider contexts. | Sound exemplification with an emphasis on contemporary or relatively recent developments. Generally sound personal response. |

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| 3 11-15 marks | Partial and conventional account of generic theory with some reference to developments. Some use of Key Concepts. Limited use of examples. | Some knowledge of contextual factors. | Some emphasis on contemporary developments. Limited exemplification but with a sketchy knowledge of some ideas or theories. Simple personal response. |
| 2 6-10 marks | Partial and fragmented account of some developments in genre. Little use of Key Concepts. | Little knowledge of contextual factors. | Little emphasis on contemporary developments. Examples are limited, conventional and dated. Superficial and/or confused response. |
| 1 0-5 marks | There may be one or two isolated points of some relevance, which can be rewarded: - any knowledge or application of Key Concepts - any attempt to answer the question - any relevant exemplification. | No awareness of any wider contexts. | Next to no awareness of any ideas, theories, debates and information. |

Question 4(a)

(30 marks)

Is there still an audience for “reality TV”?

Discuss, illustrating your answer with examples.

| Level | A01 | A02 | A03i |
|----------------------------|--|--|--|
| | <i>Demonstrate knowledge and application of the Key Concepts employed within Media Studies and the evaluation of texts and ideas using the Key Concepts</i> | <i>Demonstrate knowledge and application of the wider contexts (historical, social, political, economic) relevant to Media Studies</i> | <i>Demonstrate knowledge, application and evaluation of major ideas, theories, debates and information relevant to the study of contemporary media</i> |
| 6 26-30 marks | Clear and detailed arguments accounting for the concept of reality TV and its current popularity. Exemplification is detailed and specific and makes excellent use of Key Concepts. A wide range of relevant programmes are referenced. | A wide range of economic, social and institutional factors are covered. | Detailed exemplification throughout which will display a comprehensive knowledge of current ideas, theories, debates and information about audiences. Thorough evaluation and good personal response. |
| 5 21-25 marks | Good arguments accounting for the concept of reality TV and its current popularity. Exemplification is well supported by specific examples. | A range of economic, social and institutional factors are covered. | Good exemplification displaying proficient knowledge of current ideas, theories, debates and information about reality TV. Clear and engaged personal response. |
| 4 16-20 marks | Sound discussion of the popularity of reality TV, using Key Concepts. Some exemplification with reference to a range of relevant programmes. | A number of factors covered. | Sound exemplification with an emphasis on contemporary or relatively recent theories and debates. Generally sound personal response. |
| 3 11-15 marks | Partial discussion of the popularity of reality TV. Some use of Key Concepts. | Some knowledge of contextual factors. | Some emphasis on contemporary or relatively recent theories and debates. Simple personal response. |

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| 2 6-10 marks | Partial and fragmented discussion of the popularity of reality TV. Little use of Key Concepts. | Little knowledge of contextual factors. | Little emphasis on contemporary or relatively recent theories and debates. Superficial and/or confused response. |
| 1 0-5 marks | There may be one or two isolated points of some relevance, which can be rewarded: <ul style="list-style-type: none">- any knowledge or application of Key Concepts- any attempt to answer the question- any relevant exemplification. | No awareness of any wider contexts. | Next to no awareness of any ideas, theories, debates and information. |

Question 4(b)

(30 marks)

The problem with media audience theories is that they ignore the rôle of pleasure. How far do you agree?

Illustrate with examples from your own media consumption.

| Level | A01 | A02 | A03i |
|----------------------------|---|--|---|
| | <i>Demonstrate knowledge and application of the Key Concepts employed within Media Studies and the evaluation of texts and ideas using the Key Concepts</i> | <i>Demonstrate knowledge and application of the wider contexts (historical, social, political, economic) relevant to Media Studies</i> | <i>Demonstrate knowledge, application and evaluation of major ideas, theories, debates and information relevant to the study of contemporary media</i> |
| 6 26-30 marks | Sophisticated knowledge and application of the significance of pleasure in audience theories. Key Concepts utilised clearly and relevant. | A wide range of social contexts referenced and discussed. | Informed assessment of theory and own media consumption which will display a comprehensive knowledge of current ideas theories and debates about audience. Thorough evaluation and good personal response. |
| 5 21-25 marks | Good knowledge and application of the significance of pleasure in audience theories. Key Concepts utilised well. | A range of social contexts referenced. | Good assessment of theory and own media consumption which will display proficient knowledge of current ideas, theories and debates about audience. Clear and engaged personal response. |
| 4 16-20 marks | Sound knowledge and application of the significance of pleasure in audience theories. Sound use of Key Concepts. | A number of factors covered. | Sound assessment of theory and own media consumption. Generally sound personal response. |
| 3 11-15 marks | Partial and conventional knowledge and application of the significance of pleasure in audience theories. Some use of Key Concepts. | Some knowledge of contextual factors. | Some assessment of theory and own media consumption. Simple, underdeveloped personal response. |

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|---------------------------|---|---|--|
| 2 6-10 marks | Partial and fragmented knowledge and application of the significance of pleasure in audience theories. Little use of Key Concepts. | Little knowledge of contextual factors. | Limited assessment of theory and own media consumption. Superficial and/or confused response. |
| 1 0-5 marks | There may be one or two isolated points of some relevance, which can be rewarded: <ul style="list-style-type: none">- any knowledge or application of Key Concepts- any attempt to answer the question- any relevant exemplification. | No awareness of any wider contexts. | Next to no awareness of any ideas, theories, debates and information. |