



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

Mark scheme

June 2003

GCE

Media Studies

Unit MED2

Copyright © 2003 AQA and its licensors. All rights reserved.

UNIT 2: TEXTUAL TOPICS IN CONTEMPORARY MEDIA

This unit is textually-centred and topic based. Candidates are required to demonstrate their knowledge and understanding of the topics via the use of contemporary texts. Information and exemplification should at all times be subordinate to the ‘argument’ (the demands of the question) and should not submerge it.

Questions have been designed to encourage candidates to apply what they know and to discourage the regurgitation of pre-formulated answers.

The specification indicates that ‘a range of texts’ should be studied. Textual references may be narrow or wide-ranging. Candidates should not ‘re-tell the story’ but need to demonstrate their application of the key concepts to text and topic. Their comments should be well-grounded.

Personal evaluation, where relevant, may range from a simple statement of opinion to a supported engagement with theory, research, ideas or information.

The Textual Topic Content (Section 11.3 in the specification) should be read alongside this mark scheme.

This unit tests **Assessment Objective 1 (A01):**

demonstrate knowledge and application of the Key Concepts employed within Media Studies and the evaluation of texts and ideas using the Key Concepts

and **Assessment Objective 3 (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 purpose 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. Excellent 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. Excellent detailed personal evaluation of the appropriateness of form and stylistic characteristics where relevant. High appreciation of the demands and implications of the questions. Plentiful evidence of critical autonomy and independent thinking. Full and sensitive interpretation of texts, debates or arguments. Excellent ability to present coherent arguments on the basis of the evidence. Detailed exemplification of arguments/principles from a range of sources. Fluently written and clearly organised and presented.

Level 5 21 – 25 marks

Good knowledge and fluent application of the Key Concepts. 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, debates and information on the basis of the available evidence. Good detailed personal evaluation of texts or issues where relevant. Sound evaluation of the appropriateness of form and stylistic characteristics where relevant. Sound appreciation of the demands and implications of the questions. Good evidence of critical autonomy and independent thinking. Good interpretation of texts, debates or arguments. Good ability to present arguments on the basis of the evidence. 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. 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. Some evaluation of the appropriateness of form and stylistic characteristics where relevant. A general appreciation of the demands and implications of the questions. Some evidence of critical autonomy and independent thinking. Generally sound interpretation of texts, debates or arguments. Sound ability to present arguments on the basis of the evidence. Generally sound exemplification of arguments/principles from a range of sources. Clearly written and competently organised and presented.

Level 3 11 – 15 marks

Sound knowledge of Key Concepts, but perhaps some difficulty in applying them. Basic evaluation of texts and ideas using the Key Concepts; evidence for the evaluation may be limited or sketchy. Basic knowledge of relevant major ideas, theories, debates and information. Basic evaluation of relevant major ideas, theories, debates and information on the basis of the available evidence. Basic detailed personal evaluation of texts or issues where relevant; evidence may be limited. Some evaluation of the appropriateness of form and stylistic characteristics where relevant. Patchy appreciation of the demands and implications of the questions. Some aspects may be ignored or treated sketchily. Little evidence of critical autonomy or independent thinking; mainly solidly reproductive work. Some ability to interpret texts, debates or arguments, though not with any flair or sophistication. Basic ability to present arguments in the light of the available evidence, though the arguments may be somewhat thin or lacking in coherence. Exemplification of arguments/principles may be limited or taken from a narrow range of sources. Writing will generally be clear in spite of some errors of grammar and syntax, with 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 for the evaluations 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 though this may be perfunctory, with little attempt to organise the available evidence. Some personal evaluation of texts or issues where relevant, but based on sketchy evidence. Issues of form and style may be treated somewhat mechanically. Weak application of the demands and implications of the questions; some relevant material is included. Basic, perhaps superficial, interpretations of texts, debates or arguments. Some attempt to present arguments, but these may be lacking in coherence; evidence is not handled confidently. Exemplification is sketchy and from a narrow range of sources. Some relevant 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 AS 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 attempt to answer the question
- (v) any relevant exemplification.

GUIDANCE ON MARKINGMarginal Annotations**Positive:**

✓	Point made
✓✓	Good point made
Eg	Example
Eg✓	Good Example
EX	Explanation/Exploration/Expansion
T	Terminology used
At	Theory applied
F	Focused argument

Negative:

Eg?	Needs illustration
Ex?	Needs explanation/explorations/expansion
R	Repetition
I	Irrelevant
?	Confused/ambiguous

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.

Unit 2: Textual Topics in Contemporary Media: Question 1 (a)**(30 marks)**

Describe and evaluate the contribution of the soundtrack or the special effects (including digital imaging) or actors and/or directors to the success of particular films. Refer to more than one film in your answer.

Key Words: describe, evaluate, soundtrack or special effects or actors and/or directors, more than one film.

Additional Comments for Examiners

This question affords the opportunity for candidates to demonstrate knowledge and understanding of the topic by either detailed textual references from more than one film or by writing more generally about the element of their choice over a range of films. It is permissible for candidates to describe and evaluate the soundtrack of one film, stars of another etc.

Answers should demonstrate understanding of the part played by soundtrack or special effects or stars amongst the other elements of the films cited: film language, narrative issues, the place of spectacle etc. They might explore the influence of finance or marketing upon the industrial ‘success’ of films or consider success in aesthetic terms. The question allows candidates to produce information about the film industry but deconstruction of texts is still paramount, as is the application of the key conceptual framework.

Level	AO1	AO3 i
	<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, application and evaluation of major ideas, theories, debates and information relevant to the study of contemporary media.</i>
6 (26-30 marks)	<p>Thorough knowledge, understanding and evaluation of film language, techniques of audience engagement, narrative and industrial issues. Proficient application of relevant concepts to the analysis of the chosen feature(s).</p> <p>Detailed knowledge of one or more features with satisfactory illustration and exemplification from more than one film. Sound emphasis throughout on the contribution of the chosen feature(s) to the success of the films.</p> <p>Confident conceptual exploration. Well developed discussion. Sound use of appropriate terminology.</p>	Thorough awareness and understanding of some relevant ideas, theories, debates and information. Thorough evaluation and good personal response.

Unit 2: Textual Topics in Contemporary Media: Question 1 (a) continued.

5 (21-25 marks)	<p>Sound knowledge, understanding and evaluation of film language, techniques of audience engagement, narrative and industrial issues. Competent application of relevant concepts to the analysis of the chosen feature(s).</p> <p>Sound knowledge of one or more features with sound illustration and exemplification from more than one film. Satisfactory emphasis on the contribution of the chosen feature(s) to the success of the films.</p> <p>Well organised discussion using the conceptual framework. Adequate use of the appropriate terminology.</p>	<p>Sound awareness and understanding of some relevant ideas, theories, debates and information. Clear and engaged personal response.</p>
4 (16-20 marks)	<p>Satisfactory knowledge, understanding and evaluation of film language, narrative and industrial issues. Simple application of relevant concepts to the analysis of the chosen feature(s).</p> <p>Satisfactory knowledge of one or more features with useful illustration and exemplification from more than one film. Examples may not be illustrated in equal detail. Adequate emphasis on the contribution of the chosen feature(s) to the success of the films.</p> <p>Basic ability to present ideas within the conceptual framework. Basic use of appropriate terminology.</p>	<p>Adequate awareness and understanding of some relevant ideas, theories, debates and information. Generally sound personal response.</p>
3 (11-15 marks)	<p>Adequate knowledge, understanding and evaluation of film language and narrative issues. Simple application of this knowledge and understanding to the analysis of the chosen feature(s). Tendency towards description rather than analysis of the impact of these feature(s).</p> <p>Basic knowledge of one or more features with some illustration and exemplification from more than one film. Simple reference to the contribution of the chosen feature(s) to the success of the films, but some aspects may be ignored or treated sketchily.</p> <p>Ideas expressed clearly but the conceptual framework is weak. Very basic use of appropriate terminology.</p>	<p>Simple awareness and understanding of some relevant ideas, theories, debates and information. Simple personal response, though arguments may be undeveloped.</p>

Unit 2: Textual Topics in Contemporary Media: Question 1 (a) continued.

2 (6-10 marks)	<p>Very basic knowledge and understanding of film language and techniques. Very basic application of this knowledge and understanding to the analysis of the chosen feature(s). Description is likely to be generalised or hypothetical.</p> <p>Knowledge of the features may be confused or weak and illustrations are likely to be sketchy. Little emphasis on the contribution of the chosen feature(s) to the success of the films although some relevant material is included.</p> <p>Some ideas presented clearly but largely outside the conceptual framework.</p>	<p>Very basic awareness or understanding of relevant ideas, theories, debates and information. Superficial and/or confused response.</p>
1 (0-5 marks)	<p>There may be one or two isolated points of some relevance:</p> <ul style="list-style-type: none"> - any knowledge or application of Key Concepts - any attempt to answer the question - any relevant exemplification. 	<p>Next to no awareness or understanding of any ideas, theories, debates and information.</p>

Unit 2: Textual Topics in Contemporary Media: Question 1 (b)**(30 marks)**

Film and television texts often repeat popular formulas. Give detailed examples of this practice from film and/or television texts and evaluate the appeal to producers and audiences.

Key Words: appeal, repetition of formulas, producers and audiences.

Additional Comments for Examiners

This is an open question and could be answered successfully with reference to film and/or television texts. Sequels, prequels, generic formulas, star vehicles, *Harry Potter* and *Lord of the Rings* drip-fed to audiences (raising interesting grounds for discussion of the phenomenon of non-closure of narrative in cinema films); and the soap, succession of series, situation comedy formats, police/hospital/detective scenarios in television texts.

One would expect candidates to consider repeated formulas in terms of one or more of: *genre, plot, character, scheduling, mise-en-scène, the delineation of heroes and villains etc.* and discuss the functions of narrative structures and techniques such as cliff-hangers where relevant.

Depending on the texts discussed, familiarity, fulfilment of expectations, re-assurance, identification, anticipation, renewed pleasure, non-closure are likely appeals for audiences although engagement and individuality of response should be fully credited. Appeals to producers might be identified as: cheapness (sets, casting, scriptwriters etc.), returning audiences, less financial risk, build on success, ‘the brand’ as part of individual TV companies and film industry identities (Bollywood, Dreamworks, Film 4, Phil Redmond). This part of the answer may be treated sketchily but needs to be present for the higher mark bands.

Level	AO1	AO3 i
	<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, application and evaluation of major ideas, theories, debates and information relevant to the study of contemporary media.</i>
6 (26-30 marks)	<p>Thorough knowledge and understanding of narrative, generic, industrial and audience issues. Proficient application of relevant concepts to the analysis of the chosen textual examples.</p> <p>Detailed knowledge of the repetition of formulas (conventions) with satisfactory illustration and exemplification. Sound emphasis throughout on evaluating the appeal of the practice for producers and audiences.</p> <p>Confident conceptual exploration. Well developed discussion. Sound use of appropriate terminology.</p>	<p>Thorough awareness and understanding of some relevant ideas, theories, debates and information. Thorough evaluation and good personal response.</p>

Unit 2: Textual Topics in Contemporary Media: Question 1 (b) continued.

5 (21-25 marks)	<p>Sound knowledge and understanding of narrative, generic, industrial and audience issues. Competent application of relevant concepts to the analysis of the chosen textual examples.</p> <p>Sound knowledge of the repetition of formulas (conventions) with sound illustration and exemplification. Satisfactory emphasis on evaluating the appeal of the practice for producers and audiences.</p> <p>Well organised discussion using the conceptual framework. Adequate use of the appropriate terminology.</p>	<p>Sound awareness and understanding of some relevant ideas, theories, debates and information. Clear and engaged personal response.</p>
4 (16-20 marks)	<p>Satisfactory knowledge and understanding of narrative, generic, industrial and audience issues. Simple application of relevant concepts to the analysis of the chosen textual examples.</p> <p>Satisfactory knowledge of relevant conventions with useful illustration and exemplification. Adequate emphasis on the appeal of this practice for producers and audiences.</p> <p>Basic ability to present ideas within the conceptual framework. Basic use of appropriate terminology.</p>	<p>Adequate awareness and understanding of some relevant ideas, theories, debates and information. Generally sound personal response.</p>
3 (11-15 marks)	<p>Adequate knowledge and understanding of narrative, generic, industrial/ audience issues. Simple application of this knowledge and understanding to the analysis of the chosen textual examples. Tendency towards description rather than analysis.</p> <p>Basic knowledge of the chosen conventions with some useful illustration. Simple reference to the appeal of the practice to producers and audiences but some aspects may be treated sketchily.</p> <p>Ideas expressed clearly but the conceptual framework is weak. Very basic use of appropriate terminology.</p>	<p>Simple awareness and understanding of some relevant ideas, theories, debates and information. Simple personal response, though arguments may be undeveloped.</p>

Unit 2: Textual Topics in Contemporary Media: Question 1 (b) continued.

2 (6-10 marks)	<p>Very basic knowledge and understanding of narrative, generic, industrial and audience issues. Very basic application of this knowledge and understanding to the analysis of textual examples. Description likely to predominate.</p> <p>Knowledge of the conventions may be confused or weak and illustrations are likely to be sketchy. Little emphasis on appeal of the practice for producers/audiences the statement but some relevant material is included.</p> <p>Some ideas presented clearly but largely outside the conceptual framework.</p>	<p>Very basic awareness or understanding of relevant ideas, theories, debates and information. Superficial and/or confused response.</p>
1 (0-5 marks)	<p>There may be one or two isolated points of some relevance:</p> <ul style="list-style-type: none"> - any knowledge or application of Key Concepts - any attempt to answer the question - any relevant exemplification. 	<p>Next to no awareness or understanding of any ideas, theories, debates and information.</p>

Unit 2: Textual Topics in Contemporary Media: Question 2 (a)**(30 marks)****“Documentaries can never provide an accurate representation of reality.”****With detailed reference to two or more documentaries that you have studied, discuss the validity of this statement.**

Key Words: representation of reality, two or more documentaries, discuss.

Additional Comments for Examiners

Candidates may agree or disagree with the statement but must support their argument with textual examples. It is a straightforward, yet open, question calling for detailed analysis of documentary content and discussion of the effect of the mediation processes involved in the production of the chosen texts.

The question invites the possibility of exploration of the definition of documentary, the aims and intentions of producers, and debates around whether ‘reality’ is possible and/or desirable. Audience positioning and the reception of documentaries may be an area which is relevant here.

Level	AO1	AO3 i
	<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, application and evaluation of major ideas, theories, debates and information relevant to the study of contemporary media.</i>
6 (26-30 marks)	<p>Thorough knowledge and understanding of documentary forms, styles, content and intention; social, historical and industrial issues. Proficient application of relevant concepts to the analysis of at least two documentary texts.</p> <p>Detailed knowledge of texts with satisfactory illustration and exemplification. Sound emphasis throughout on the representation of reality.</p> <p>Confident conceptual exploration. Well developed discussion. Sound use of appropriate terminology.</p>	Thorough awareness and understanding of some relevant ideas, theories, debates and information. Thorough evaluation and good personal response.
5 (21-25 marks)	<p>Sound knowledge and understanding of the documentary forms, styles, content and intention; social, historical and industrial issues. Competent application of relevant concepts to the analysis of at least two documentary texts.</p> <p>Sound knowledge of texts with sound illustration and exemplification. Satisfactory emphasis on issues about the representation of reality.</p> <p>Well organised discussion using the conceptual framework. Adequate use of appropriate terminology.</p>	Sound awareness and understanding of some relevant ideas, theories, debates and information. Clear and engaged personal response.

Unit 2: Textual Topics in Contemporary Media: Question 2 (a) continued.

<p>4 (16-20 marks)</p>	<p>Satisfactory knowledge and understanding of documentary forms, styles, content and intention; social, historical and industrial issues. Simple application of relevant concepts to the analysis of at least two documentary texts.</p> <p>Satisfactory knowledge of the chosen texts although examples may not be illustrated in equal detail. Adequate emphasis on issues around the representation of reality.</p> <p>Basic ability to present ideas within the conceptual framework. Basic use of appropriate terminology.</p>	<p>Adequate awareness and understanding of some relevant ideas, theories, debates and information. Generally sound personal response.</p>
<p>3 (11-15 marks)</p>	<p>Adequate knowledge and understanding of documentary forms, styles and techniques. Simple application of knowledge and understanding to the analysis of documentary texts. Tendency towards description rather than analysis.</p> <p>Basic knowledge of texts with some useful illustration. Probably a lack of balance here. Simple reference to issues of representation of reality, but some aspects may be ignored or treated sketchily.</p> <p>Ideas expressed clearly but the conceptual framework is weak. Very basic use of appropriate terminology.</p>	<p>Simple awareness and understanding of some relevant ideas, theories, debates and information. Simple personal response, though arguments may be undeveloped.</p>
<p>2 (6-10 marks)</p>	<p>Very basic knowledge and understanding of documentary forms, styles and techniques. Very basic application of knowledge and understanding to the analysis of documentary texts. Description likely to predominate.</p> <p>Knowledge of the chosen texts may be confused or weak and illustrations are likely to be sketchy. Little emphasis on issues of the representation of reality, but some relevant material is included.</p> <p>Some ideas presented clearly but largely outside the conceptual framework.</p>	<p>Very basic awareness or understanding of relevant ideas, theories, debates and information. Superficial and/or confused response.</p>

Unit 2: Textual Topics in Contemporary Media: Question 2 (a) continued.

1 (0-5 marks)	There may be one or two isolated points of some relevance: <ul style="list-style-type: none">- any knowledge or application of Key Concepts- any attempt to answer the question- any relevant exemplification.	Next to no awareness or understanding of any ideas, theories, debates and information.
---------------------	--	--

Unit 2: Textual Topics in Contemporary Media: Question 2 (b)**(30 marks)**

“The biggest stars of contemporary documentary formats are the editors.” (Gareth McLean writing in *The Guardian* after watching 12 hours of unedited *Big Brother* on E4.)

With reference to documentaries that you have studied, how far do you agree with this statement?

Key words: importance of editing

Additional Comments for Examiners

A straightforward question which nominates ‘editing’ as a technique and invites a response which discusses examples of this process. However, better answers will consider the purposes and functions of editing within the documentary format and will discuss how editing works and why it works. Techniques and their effects (media language), shaping generally (narrative/genre), producer’s intention (values, ideology).

References to a range of production problems, continuity, legal and ethical considerations etc. may be usefully included in the discussion.

The quotation may stimulate interesting discussion about the value of editing and the appeal/lack of appeal of unmediated ‘reality’. A range of documentary texts could be referred to, including historical ones.

Level	AO1	AO3 i
	<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, application and evaluation of major ideas, theories, debates and information relevant to the study of contemporary media.</i>
6 (26-30 marks)	<p>Thorough knowledge and understanding of documentary forms, styles and techniques. Proficient application of relevant concepts to the analysis of documentaries.</p> <p>Detailed knowledge of the purpose and practice of editing with satisfactory illustration and exemplification. Sound emphasis throughout on evaluating the importance of editing.</p> <p>Confident conceptual exploration. Well developed discussion. Sound use of appropriate terminology.</p>	<p>Thorough awareness and understanding of some relevant ideas, theories, debates and information. Thorough evaluation and good personal response.</p>

Unit 2: Textual Topics in Contemporary Media: Question 2 (b) continued.

5 (21-25 marks)	<p>Sound knowledge and understanding of documentary forms, styles and techniques. Competent application of relevant concepts to the analysis of documentaries.</p> <p>Sound knowledge of the process and practice of editing with sound illustration and exemplification. Satisfactory emphasis on the importance of editing.</p> <p>Well organised discussion using the conceptual framework. Adequate use of appropriate terminology.</p>	<p>Sound awareness and understanding of some relevant ideas, theories, debates and information. Clear and engaged personal response.</p>
4 (16-20 marks)	<p>Satisfactory knowledge and understanding of documentary forms, styles and techniques. Simple application of relevant concepts to the analysis of documentaries.</p> <p>Satisfactory knowledge of editing practice although examples may not be treated with equal detail. Adequate emphasis on the importance of editing.</p> <p>Basic ability to present ideas within the conceptual framework. Basic use of appropriate terminology.</p>	<p>Adequate awareness and understanding of some relevant ideas, theories, debates and information. Generally sound personal response.</p>
3 (11-15 marks)	<p>Adequate basic knowledge and understanding of documentary forms and techniques. Simple application of knowledge and understanding to the topic of documentaries. Tendency towards description rather than analysis.</p> <p>Basic knowledge of editing practice with some useful illustration. Probably a lack of balance here. Simple reference to the importance of editing, but some aspects may be ignored or treated sketchily.</p> <p>Ideas expressed clearly but the conceptual framework is weak. Very basic use of appropriate terminology.</p>	<p>Simple awareness and understanding of some relevant ideas, theories, debates and information. Simple personal response, though arguments may be undeveloped.</p>

Unit 2: Textual Topics in Contemporary Media: Question 2 (b) continued.

2 (6-10 marks)	<p>Very basic knowledge and understanding of documentary forms and content. Very basic application of knowledge and understanding to the topic of documentaries. Description likely to predominate.</p> <p>Knowledge of editing may be confused or weak and illustrations are likely to be sketchy. Little emphasis on the importance of editing but some relevant material is included.</p> <p>Some ideas presented clearly but largely outside the conceptual framework.</p>	<p>Very basic awareness or understanding of relevant ideas, theories, debates and information. Superficial and/or confused response.</p>
1 (0-5 marks)	<p>There may be one or two isolated points of some relevance:</p> <ul style="list-style-type: none"> - any knowledge or application of Key Concepts - any attempt to answer the question - any relevant exemplification. 	<p>Next to no awareness or understanding of any ideas, theories, debates and information.</p>

Unit 2: Textual Topics in Contemporary Media: Question 3 (a)**(30 marks)**

How important is the role of direct advertising within ‘the marketing mix’? Illustrate your answer by referring to one recent campaign that used a variety of strategies, including direct advertising, to reach its audience.

Key Words: direct advertising, importance, recent campaign

Additional Comments for Examiners

An opportunity for candidates to demonstrate knowledge and understanding of direct advertising as above-the-line: paid for in traditional media. Candidates can answer by describing the place of paid-for advertising in a range of outlets (press, radio, television, cinema, outdoor) and evaluating the effect of this strategy. Alternatively, below-the-line techniques (direct mail, public relations, sponsorship and other forms of promotion) can be discussed and illustrated.

An open question in which the marketing mix can be the 4 P’s or the media mix itself. Candidates could say that direct advertising is the most important element of the marketing mix and give textual details of advertisements from a campaign or argue that it is no longer as important as in the past. Illustrations need to be real, from recent campaigns, and not hypothetical.

Level	AO1	AO3 i
	<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, application and evaluation of major ideas, theories, debates and information relevant to the study of contemporary media.</i>
6 (26-30 marks)	<p>Thorough knowledge and understanding of marketing theory and practice, strategies and techniques. Proficient application of relevant concepts to the evaluation of a recent campaign.</p> <p>Detailed knowledge of the chosen campaign with satisfactory illustration and exemplification. Sound emphasis on evaluating the role of direct advertising in the chosen campaign.</p> <p>Confident conceptual exploration. Well developed discussion. Sound use of appropriate terminology.</p>	<p>Thorough awareness and understanding of some relevant ideas, theories, debates and information. Thorough evaluation and good personal response.</p>
5 (21-25 marks)	<p>Sound knowledge and understanding of marketing theory and practice, strategies and techniques. Competent application of relevant concepts to the evaluation of a recent campaign.</p> <p>Sound knowledge of the chosen campaign with sound illustration and exemplification. Satisfactory emphasis on evaluating the role of direct advertising in the chosen campaign.</p> <p>Well organised discussion using the conceptual framework. Adequate use of the appropriate terminology.</p>	<p>Sound awareness and understanding of some relevant ideas, theories, debates and information. Clear and engaged personal response.</p>

Unit 2: Textual Topics in Contemporary Media: Question 3 (a) continued.

4 (16-20 marks)	<p>Satisfactory knowledge and understanding of marketing strategies and techniques. Simple application of relevant concepts to the evaluation of a recent campaign.</p> <p>Satisfactory knowledge of the chosen campaign although examples may not be illustrated in equal detail. Adequate emphasis on evaluating the role of direct advertising in the chosen campaign.</p> <p>Basic ability to present ideas within the conceptual framework. Basic use of appropriate terminology.</p>	<p>Adequate awareness and understanding of some relevant ideas, theories, debates and information. Generally sound personal response.</p>
3 (11-15 marks)	<p>Adequate knowledge and understanding of advertising and marketing techniques. Simple application of knowledge and understanding to the analysis of elements of advertising/marketing campaigns. Tendency towards description rather than analysis.</p> <p>Basic knowledge of the chosen campaign with some detailed illustration. Simple reference evaluating the role of direct advertising in the chosen campaign, but some aspects may be ignored or treated sketchily.</p> <p>Ideas expressed clearly but the conceptual framework is likely to be weak.</p> <p>Very basic use of appropriate terminology.</p>	<p>Simple awareness and understanding of some relevant ideas, theories, debates and information. Simple personal response, though arguments may be undeveloped.</p>
2 (6-10 marks)	<p>Very basic knowledge and understanding of advertising/marketing techniques. Very basic application of knowledge and understanding to the evaluation of a recent campaign. Description likely to predominate.</p> <p>Knowledge of the chosen campaign may be confused or weak and illustrations are likely to be sketchy. Little emphasis on the role of direct advertising, but some relevant material is included.</p> <p>Some ideas presented clearly but largely outside the conceptual framework.</p>	<p>Very basic awareness or understanding of relevant ideas, theories, debates and information. Superficial and/or confused response.</p>

Unit 2: Textual Topics in Contemporary Media: Question 3 (a) continued.

1 (0-5 marks)	There may be one or two isolated points of some relevance: <ul style="list-style-type: none">- any knowledge or application of Key Concepts- any attempt to answer the question- any relevant exemplification.	Next to no awareness or understanding of any ideas, theories, debates and information.
---------------------	--	--

Unit 2: Textual Topics in Contemporary Media: Question 3 (b)**(30 marks)**

Outline and evaluate a range of strategies used by marketers to promote products, people or services across the media.

(Strategies you may wish to consider include the following: public relations, promotion, publicity, sponsorship, paid for advertising.)

Key Words: outline, evaluate, a range of strategies, across the media

Additional comments for Examiners

This is a straightforward opportunity for candidates to demonstrate knowledge and understanding of the topic area by providing textual examples. There is flexibility in terms of which strategies, what is being promoted and where. Examples could be drawn from a brand or product, a political, health or charitable campaign or the re-launch of a celebrity etc.

Evaluation is the key: from a simple explanation of each strategy's intention and how well it worked to an argument about why such strategies are practised in a competitive and consumerist and media-literate society.

Level	AO1	AO3 i
	<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, application and evaluation of major ideas, theories, debates and information relevant to the study of contemporary media.</i>
6 (26-30 marks)	<p>Thorough knowledge and understanding of marketing theory, practice, strategies and techniques. Proficient application of relevant concepts to the analysis of at least three specific examples.</p> <p>Detailed knowledge of promotional strategies with satisfactory illustration and exemplification. Sound emphasis throughout on evaluating the strategies.</p> <p>Confident conceptual exploration. Well developed discussion. Sound use of appropriate terminology.</p>	<p>Thorough awareness and understanding of some relevant ideas, theories, debates and information. Thorough evaluation and good personal response.</p>
5 (21-25 marks)	<p>Sound knowledge and understanding of marketing theory, practice, strategies and techniques. Simple application of relevant concepts to the analysis of at least three specific examples.</p> <p>Sound knowledge of promotional strategies with sound illustration and exemplification. Satisfactory emphasis on evaluating the strategies.</p> <p>Well organised discussion using the conceptual framework. Adequate use of appropriate terminology.</p>	<p>Sound awareness and understanding of some relevant ideas, theories, debates and information. Clear and engaged personal response.</p>

Unit 2: Textual Topics in Contemporary Media: Question 3 (b) continued.

4 (16-20 marks)	<p>Satisfactory knowledge and understanding of marketing practice, strategies and techniques. Simple application of relevant concepts to the analysis of at least three specific examples.</p> <p>Satisfactory knowledge of promotional strategies although examples may not be treated in equal detail. Adequate emphasis on evaluating the strategies.</p> <p>Basic ability to present ideas within the conceptual framework. Basic use of appropriate terminology.</p>	Adequate awareness and understanding of some relevant ideas, theories, debates and information. Generally sound personal response.
3 (11-15 marks)	<p>Adequate knowledge and understanding of marketing practice, and techniques. Simple application of this knowledge and understanding to the analysis of specific examples. Tendency towards description rather than analysis.</p> <p>Basic knowledge of promotional strategies with some useful illustration. Simple attempt to evaluate the strategies, but some aspects may be ignored or treated sketchily.</p> <p>Ideas expressed clearly but the conceptual framework is likely to be weak. Very basic use of appropriate terminology.</p>	Simple awareness and understanding of some relevant ideas, theories, debates and information. Simple personal response, though arguments may be undeveloped.
2 (6-10 marks)	<p>Very basic knowledge and understanding of marketing practice and techniques. Very basic application of this knowledge and understanding to the analysis of specific examples. Description likely to predominate.</p> <p>Knowledge of the chosen promotional strategies may be confused or weak and illustrations are likely to be sketchy. Little evaluation of promotional strategies, but some relevant material is included.</p> <p>Some ideas presented clearly but largely outside the conceptual framework.</p>	Very basic awareness or understanding of relevant ideas, theories, debates and information. Superficial and/or confused response.
1 (0-5 marks)	<p>There may be one or two isolated points of some relevance:</p> <ul style="list-style-type: none"> - any knowledge or application of Key Concepts - any attempt to answer the question - any relevant exemplification. 	Next to no awareness or understanding of any ideas, theories, debates and information.

Unit 2: Textual Topics in Contemporary Media: Question 4 (a)**(30 marks)**

Sections of the British press have been criticised for their methods of newsgathering. Can such methods be justified? Provide specific examples in your answer.

(Examples of criticisms you might wish to consider include: entrapment, subterfuge, cheque-book journalism, invasion of privacy.)

Key Words: press newsgathering methods, justified, examples

Additional Comments for Examiners

A flexible question which could be approached initially from two starting points.

- Candidates could provide illustrations of news stories they have studied and engage in a discussion of journalistic (and editorial?) strategies relating to the specified stories. This would be a text (story) led approach and might deal with stories which attracted one or two of the criticisms suggested in the question.
- Alternatively, the focus of the response could be on the similarities/differences between different sections of the press (tabloid/broadsheet; daily/Sunday; red-top/mid-market/quality) or different newspapers, with illustrations of their newsgathering methods.

Examples may lack textual detail, but must be real and not merely hypothetical.

Justification of ‘questionable’ methods should be related to issues such as circulations, notions of public interest, news/entertainment values, readership. Candidates who comment (showing knowledge and understanding) on press regulation should be credited.

Level	AO1	AO3 i
	<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, application and evaluation of major ideas, theories, debates and information relevant to the study of contemporary media.</i>
6 (26-30 marks)	<p>Thorough knowledge and understanding of critiques and debates around press coverage, press values and ideologies. Proficient application of relevant concepts to the evaluation of newsgathering techniques.</p> <p>Detailed knowledge of specific stories or examples with satisfactory illustration and exemplification. Sound emphasis throughout on criticising or defending their chosen methods.</p> <p>Confident conceptual exploration. Well developed discussion. Sound use of appropriate terminology.</p>	<p>Thorough awareness and understanding of some relevant ideas, theories, debates and information. Thorough evaluation and good personal response.</p>

Unit 2: Textual Topics in Contemporary Media: Question 4 (a) continued.

5 (21-25 marks)	<p>Sound knowledge and understanding of critiques and debates around press coverage, press values and ideologies. Competent application of relevant concepts evaluation of newsgathering techniques.</p> <p>Sound knowledge of specific stories or examples with sound illustration and exemplification. Satisfactory emphasis on criticising or defending their chosen methods.</p> <p>Well organised discussion using the conceptual framework. Adequate use of appropriate terminology.</p>	<p>Sound awareness and understanding of some relevant ideas, theories, debates and information. Clear and engaged personal response.</p>
4 (16-20 marks)	<p>Satisfactory knowledge and understanding of critiques and debates around press coverage. Simple application of relevant concepts to evaluation of newsgathering techniques.</p> <p>Satisfactory knowledge of specific stories or examples although examples may not be illustrated in equal detail. Adequate emphasis on criticising or defending their chosen methods.</p> <p>Basic ability to present ideas within the conceptual framework. Basic use of appropriate terminology.</p>	<p>Adequate awareness and understanding of some relevant ideas, theories, debates and information. Generally sound personal response.</p>
3 (11-15 marks)	<p>Adequate knowledge and understanding of debates around press coverage. Simple application of this knowledge and understanding to the evaluation of newsgathering techniques . Tendency towards description rather than analysis.</p> <p>Basic knowledge of specific stories or examples with some useful illustration. Probably a lack of balance here. Simple attempt to criticise or defend their chosen methods, but some aspects may be ignored or treated sketchily.</p> <p>Ideas presented clearly but the conceptual framework is weak. Very basic use of appropriate terminology.</p>	<p>Simple awareness and understanding of some relevant ideas, theories, debates and information. Simple personal response, though arguments may be undeveloped.</p>

Unit 2: Textual Topics in Contemporary Media: Question 4 (a) continued.

2 (6-10 marks)	<p>Very basic knowledge and understanding of debates around press coverage. Very basic application of this knowledge and understanding to the evaluation of newsgathering techniques. Description likely to predominate.</p> <p>Knowledge of stories or examples may be confused or weak and illustration is likely to be sketchy. Little emphasis on criticising or defending the methods, but some relevant material is included.</p> <p>Some ideas presented clearly but largely outside the conceptual framework.</p>	<p>Very basic awareness or understanding of relevant ideas, theories, debates and information. Superficial and/or confused response.</p>
1 (0-5 marks)	<p>There may be one or two isolated points of some relevance:</p> <ul style="list-style-type: none"> - any knowledge or application of Key Concepts - any attempt to answer the question - any relevant exemplification. 	<p>Next to no awareness or understanding of any ideas, theories, debates and information.</p>

Unit 2: Textual Topics in Contemporary Media: Question 4 (b)**(30 marks)**

Provide a detailed analysis of one British newspaper, illustrating the ways in which it reflects its readers' interests and opinions.

Key Words: detailed analysis, one newspaper, ways reflect readers' interests, opinions

Additional Comments for Examiner

To answer this question well, candidates should demonstrate a detailed knowledge of the content, style, news and entertainment values of a particular newspaper. Answers should show knowledge of **the whole newspaper** and its news stories and features and provide detailed illustrations of layout, style of address, and other relevant aspects of media language. Quotations from headlines and references to specific stories and pictures should be plentiful.

All candidates should be able to identify the readership of the newspaper and show an understanding of the relationship between specific elements of content, layout and mode of address and the target audience. Good answers may produce examples of audience segmentation (age, gender, location etc.) within the newspaper and define the readership in more detail.

Some candidates may deal with interests and opinions as one idea, but the question offers the opportunity to engage in a discussion about the influence of the newspaper and some candidates may provide examples of this.

There is scope for candidates to explore issues such as press ideology and/or political coverage related to the readership.

Level	AO1	AO3 i
	<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, application and evaluation of major ideas, theories, debates and information relevant to the study of contemporary media.</i>
6 (26-30 marks)	<p>Thorough knowledge and understanding of the content, style, news and entertainment values, readership and ideology of a newspaper. Proficient application of relevant concepts to the analysis of the newspaper.</p> <p>Detailed knowledge of the newspaper providing satisfactory illustration and exemplification of the ways in which it engages its readers. Sound emphasis throughout on a discussion of the relationship between the newspaper and its readers' interests and opinions.</p> <p>Confident conceptual exploration. Well developed discussion. Sound use of appropriate terminology.</p>	<p>Thorough awareness and understanding of some relevant ideas, theories, debates and information. Thorough evaluation and good personal response.</p>

Unit 2: Textual Topics in Contemporary Media: Question 4 (b) continued.

5 (21-25 marks)	<p>Sound knowledge and understanding of the content, style, news and entertainment values, readership and ideology of a newspaper. Competent application of relevant concepts to the analysis of the newspaper.</p> <p>Sound knowledge of the newspaper providing good illustration and exemplification of the ways in which it engages its readers. Satisfactory emphasis on a discussion of the relationship between the newspaper and its readers' interests and opinions.</p> <p>Well organised discussion using the conceptual framework. Adequate use of the appropriate terminology.</p>	<p>Sound awareness and understanding of some relevant ideas, theories, debates and information. Clear and engaged personal response.</p>
4 (16-20 marks)	<p>Satisfactory knowledge and understanding of the content, style, news and entertainment values and readership of a newspaper. Simple application of relevant concepts to the analysis of the newspaper.</p> <p>Satisfactory knowledge of the newspaper and the ways it engages its readers; although examples may not be illustrated in equal detail. Adequate emphasis on a discussion of the relationship between the newspaper and its readers' interests and opinions.</p> <p>Basic ability to present ideas within the conceptual framework. Basic use of appropriate terminology.</p>	<p>Adequate awareness and understanding of some relevant ideas, theories, debates and information. Generally sound personal response.</p>
3 (11-15 marks)	<p>Adequate knowledge and understanding of the content, style, and readership of a newspaper. Simple application of this knowledge and understanding to the analysis of the newspaper. Tendency towards description rather than analysis.</p> <p>Basic knowledge of the ways in which it engages its readers with some useful illustration. Simple reference to the relationship between the newspaper and its readers' interests/opinions, but some aspects may be ignored or treated sketchily.</p> <p>Ideas expressed clearly, but the conceptual framework is weak. Very basic use of appropriate terminology.</p>	<p>Simple awareness and understanding of some relevant ideas, theories, debates and information. Simple personal response, though arguments may be undeveloped.</p>

Unit 2: Textual Topics in Contemporary Media: Question 4 (b) continued.

2 (6-10 marks)	<p>Very basic knowledge and understanding of the content, style and readership of a newspaper. Very basic application of this knowledge and understanding to the analysis of the coverage of the newspaper. Description likely to predominate.</p> <p>Knowledge of how it engages readers may be confused or weak and illustration is likely to be sketchy. Little emphasis on readers' interests and opinions, but some relevant material is included.</p> <p>Some ideas presented clearly but largely outside the conceptual framework.</p>	<p>Very basic awareness or understanding of relevant ideas, theories, debates and information. Superficial and/or confused response.</p>
1 (0-5 marks)	<p>There may be one or two isolated points of some relevance:</p> <ul style="list-style-type: none"> - any knowledge or application of Key Concepts - any attempt to answer the question - any relevant exemplification. 	<p>Next to no awareness or understanding of any ideas, theories, debates and information.</p>