



General Certificate of Education

Media Studies 5571/6571

MED1

Mark Scheme

2005 examination - June series

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

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

Unit One – Reading the Media (MED1)

This unit assesses assessment objective A01: demonstrates knowledge and application of the Key Concepts employed within Media Studies and the evaluation of texts and ideas using the Key Concepts.

This paper asks candidates to employ their knowledge and application of the Key Concepts – most particularly Media Language, Representation and Media Audiences – when analysing a media text. It also suggests that reference could be made to the remaining Key Concepts – Values and Ideology and Media Institutions – whilst also anticipating that an element of evaluation should take place, in terms of the appropriateness, success and effectiveness of the extract.

There is a great deal for candidates to do in the one and a quarter hours of the examination and it is highly unlikely for a candidate to manage every possible aspect of the analysis and evaluation suggested by the list of Key Concepts. Examiners should be aware of this when marking papers and **reward** candidates for what they **have** achieved, **not** penalise candidates for what they may have omitted.

****Please note that the notion of a ‘balanced’ response to the text – utilising all the Key Concepts – has been replaced. Whilst some candidates will tackle all Key Concepts, the likelihood of this happening in a ‘balanced’ fashion in what amounts to 60 minutes writing is unlikely. It is far more likely that candidates will tackle aspects of the text which seem most appropriate and in some cases this may well mean that other Key Concepts seem less well handled.

It is also important to allow the candidates as much critical autonomy as possible. The point of this examination is to give candidates a springboard for the analysis and evaluation of a media text. It is also to be hoped that some candidates will have the confidence, and the understanding of the media text being examined, to perhaps explore areas that are both **unpredictable and unexpected**. The areas below represent a general guide to the areas suggested in the list of sub-topics, and as such cannot hope to be definitive.

Simply to stress that we are marking positively – *candidates should be rewarded for what they have achieved, not penalised for what they may not have covered.*

Quality of Written Communication

Examiners should reward responses which are well organised, clearly expressed and use appropriate terminology.

Examiners should not mark any of the notes made by candidates for this examination.

GENERAL ASSESSMENT CRITERIA

Level 6 51 – 60 marks

A confident and well-structured response demonstrating a sophisticated grasp of the Key Concepts. Responses are detailed and use material from the text to support and exemplify the points made with clear evidence of critical autonomy. Confident use of relevant theories where appropriate.

Level 5 41- 50 marks

A proficient response demonstrating a secure understanding of the Key Concepts. Responses are engaged and/or thorough and use material from the text to support and exemplify the points made with some evidence of critical autonomy. Relevant use of theories where appropriate.

Level 4 31 – 40 marks

A sound response demonstrating understanding of most of the relevant Key Concepts. Responses are appropriate and use some material from the text to support and exemplify the points made with an attempt at critical autonomy. Some reference to relevant theories.

Level 3 21 – 30 marks

An adequate response demonstrating some basic understanding of the Key Concepts. Responses use material from the text to support and exemplify points made.

Level 2 11 – 20 marks

A rudimentary response with reference to some of the Key Concepts. Some material from the text is referred to.

Level 1 0 – 10 marks

A limited response demonstrating a superficial use of one or more Key Concept. Responses are brief with little use of material from the text. There may be some isolated points of merit which should be rewarded.