



General Certificate of Education

Media Studies

MED6

Mark Scheme

January examination – 2006 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.

Comparative Critical Analysis (MED6)

Introduction:

In this synoptic unit candidates must demonstrate their understanding of the connections between the different elements of the specification. In order to do this candidates will be expected to produce evidence of their attainment of the broad objectives of the specification – critical autonomy and media literacy – through the comparative analysis of texts. They will be required to analyse, explain and account for the similarities and differences between media texts. To do this satisfactorily candidates will need to:

- (i) demonstrate their critical reading abilities using the Key Concepts
- (ii) draw upon their knowledge of major ideas, theories, debates and information
- (iii) use their knowledge of a range of relevant contextual factors.

The aim of this unit is to provide candidates with the opportunity to draw together, and make connections between, the different elements of their course of study. This will be necessary in order to achieve the required depth of analysis demanded by this module, and in order to explain and account for the similarities and differences between media texts.

This unit is assessed through the following Assessment Objectives:

- A01** demonstrate knowledge and application of the Key Concepts employed within Media Studies and the evaluation of texts and ideas using the 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
- A03ii** demonstrate the ability to analyse critically and comparatively a range of texts to determine and account for their similarities and differences

The weighting for these assessment objectives is as follows:

A01	5%
A02	2½%
A03i	2½%
A03ii	5%%

These weightings should be borne in mind when marking candidates' scripts.

Texts:

Front page of the *Daily Mirror*, published 7 March 2005

Front page of *The Sun*, published 7 March 2005

On this examination paper candidates are required to consider:

- **KEY CONCEPTS**

- **WIDER CONTEXTS**

- **APPLICATION OF THEORY**

- **SYNOPTICITY**

- **WEIGHTING OF ASSESSMENT OBJECTIVES**

Scripts must be marked in conjunction with the grade descriptors.

Valid points not listed above must be credited.

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

Quality of Written Communication

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

General Marking Criteria

Level 6 51 – 60 marks

Candidates make extensive use of their learning at AS and A2 levels in responding to the texts, with sophisticated knowledge and application of wider contexts relevant to the materials.

There is also very good evidence of critical autonomy - the ability to make individual judgements informed by relevant theories, issues and debates.

There is evidence of a very good synoptic ability (drawing together theories, issues and debates from different parts of the specification) in making effective textual readings and comparisons, based on a comprehensive understanding and application of all relevant Key Concepts.

Candidates show a sophisticated identification of the similarities and differences between the two texts, in a well structured and engaged response showing a very clear understanding of the form and function of the different materials.

Level 5 41 – 50 marks

Candidates make use of their learning at AS and A2 levels in responding to the texts, with good knowledge and application of wider contexts relevant to the materials.

There is also good evidence of critical autonomy - the ability to make individual judgements informed by relevant theories, issues and debates.

There is evidence of a good synoptic ability (drawing together theories, issues and debates from different parts of the specification) in making effective textual readings and comparisons, based on a clear understanding and application of all relevant Key Concepts.

Candidates show a good identification of the similarities and differences between the two texts, in a fluent and engaged response showing a clear understanding of the form and function of the different materials.

Level 4 31 – 40 marks

Candidates make some use of their learning at AS and A2 levels in responding to the texts, with sound knowledge and application of some wider contexts relevant to the materials.

There is also a reasonable sense of critical autonomy - the ability to make individual judgements informed by relevant theories, issues and debates.

There is evidence of some synoptic ability (drawing together theories, issues and debates from different parts of the specification) in making textual readings and comparisons, although possibly not fully developed, based on a sound understanding and application of most relevant Key Concepts.

Candidates show a sound identification of the similarities and differences between the two texts, in a structured response showing some understanding of the form and function of the different materials, although they may concentrate on some parts of the texts to the exclusion of others.

Level 3 21 – 30 marks

Candidates make limited use of their learning at AS and A2 levels in responding to the texts, with limited knowledge and application of wider contexts relevant to the materials.

There may be implicit evidence of the ability to make individual judgements informed by relevant theories, issues and debates.

There is evidence of drawing on theories, issues and debates from different parts of the specification in making textual readings and/or comparisons with some reference to Key Concepts.

Candidates show some identification of the similarities and differences between the two texts in a straightforward response, with some limited reference to the texts.

Level 2 11 – 20 marks

There is little evidence of drawing on theories, issues and debates from different parts of the specification or reference to Key Concepts.

Candidates show some awareness of the similarities and differences between the two texts.

Level 1 0 – 10 marks

There may be some points of analysis to credit here, but answers may be primarily descriptive or may fail to engage with the materials.