

Version: 1.0



A2 MEDIA STUDIES
TEXTS AND CONTEXTS IN THE MEDIA

MED4

JANUARY 2008

MARK SCHEME

PRE-STANDARDISATION

Texts and Contexts in the Media (MED4)

This unit addresses 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 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.

Weighting of Assessment Objectives	
A01	2 ½ %
A02	7 ½ %
A03i	5 %
Total	15 %

Quality of Written Communication

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

Question 1(a)

(30 marks)

To what extent is new technology changing news production?

Level 6 (26-30 marks)

The answer shows confident and appropriate analysis and evaluation, references a wide range of contextual influences and provides detailed illustration which demonstrates comprehensive knowledge and understanding of current ideas, theories, debates or information about the extent to which new technology is changing news production. An engaged response, clearly organised and presented, with detailed and appropriate exemplification.

Level 5 (21-25 marks)

The answer shows competent and appropriate analysis and evaluation, references a range of contextual influences and provides competent illustration which demonstrates proficient knowledge and understanding of current ideas, theories, debates or information about the extent to which new technology is changing news production. An engaged personal response, well organised and presented, with appropriate exemplification.

Level 4 (16-20 marks)

The answer shows sound analysis and some evaluation, references contextual influences and provides sound illustration which demonstrates solid knowledge and understanding of current ideas, theories, debates or information about the extent to which new technology is changing news production. A generally sound personal response, competently organised and presented, with sound exemplification.

Level 3 (11-15 marks)

The answer shows some analysis and provides some illustration which demonstrates sketchy knowledge and understanding of current ideas, theories, debates or information about new technology and news production. A simple personal response, organised with some relevant exemplification.

Level 2 (6-10 marks)

Illustration is basic with superficial or confused knowledge or understanding of current ideas, theories, debates or information about new technology and news production.

Level 1 (0-5 marks)

There may be one or two isolated points of some relevance.

Question 1(b)

(30 marks)

‘Some topics are always given greater priority than others in news manufacture.’

Discuss.

Level 6 (26-30 marks)

The answer shows confident and appropriate discussion, references a wide range of contextual influences and provides detailed illustration which demonstrates comprehensive knowledge and understanding of current ideas, theories, debates or information about priorities in news manufacture. An engaged response, clearly organised and presented, with detailed and appropriate exemplification.

Level 5 (21-25 marks)

The answer shows competent and appropriate discussion, references a range of contextual influences and provides competent illustration which demonstrates proficient knowledge and understanding of current ideas, theories, debates or information about priorities in news manufacture. An engaged personal response, well organised and presented, with appropriate exemplification.

Level 4 (16-20 marks)

The answer shows sound discussion, references contextual influences and provides sound illustration which demonstrates solid knowledge and understanding of current ideas, theories, debates or information about priorities in news manufacture. A generally sound personal response, competently organised and presented, with sound exemplification.

Level 3 (11-15 marks)

The answer shows some discussion and provides some illustration which demonstrates sketchy knowledge and understanding of current ideas, theories, debates or information about priorities in news manufacture. A simple personal response, organised with some relevant exemplification.

Level 2 (6-10 marks)

Illustration is basic with superficial or confused knowledge or understanding of current ideas, theories, debates or information about priorities in news manufacture.

Level 1 (0-5 marks)

There may be one or two isolated points of some relevance.

Question 2(a)

(30 marks)

Can any contemporary media representations be considered ‘alternative’?

Level 6 (26-30 marks)

The answer shows confident and appropriate discussion, references a wide range of contextual influences and provides detailed illustration which demonstrates comprehensive knowledge and understanding of current ideas, theories, debates or information about alternative representations in the media. An engaged response, clearly organised and presented, with detailed and appropriate exemplification.

Level 5 (21-25 marks)

The answer shows competent and appropriate discussion, references a range of contextual influences and provides competent illustration which demonstrates proficient knowledge and understanding of current ideas, theories, debates or information about alternative representations in the media. An engaged personal response, well organised and presented, with appropriate exemplification.

Level 4 (16-20 marks)

The answer shows sound discussion, references contextual influences and provides sound illustration which demonstrates solid knowledge and understanding of current ideas, theories, debates or information about alternative representations in the media. A generally sound personal response, competently organised and presented, with sound exemplification.

Level 3 (11-15 marks)

The answer shows some discussion and provides some illustration which demonstrates sketchy knowledge and understanding of current ideas, theories, debates or information about alternative representations in the media. A simple personal response, organised with some relevant exemplification.

Level 2 (6-10 marks)

Illustration is basic with superficial or confused knowledge or understanding of current ideas, theories, debates or information about alternative representations in the media.

Level 1 (0-5 marks)

There may be one or two isolated points of some relevance.

Question 2(b)

(30 marks)

Consider why a social group or place you have studied is represented by the media in particular ways.

Level 6 (26-30 marks)

The answer shows confident and appropriate discussion, references a wide range of contextual influences and provides detailed illustration which demonstrates comprehensive knowledge and understanding of current ideas, theories, debates or information about why a social group or place is represented in particular ways. An engaged response, clearly organised and presented, with detailed and appropriate exemplification.

Level 5 (21-25 marks)

The answer shows competent and appropriate discussion, references a range of contextual influences and provides competent illustration which demonstrates proficient knowledge and understanding of current ideas, theories, debates or information about why a social group or place is represented in particular ways. An engaged personal response, well organised and presented, with competent and appropriate exemplification.

Level 4 (16-20 marks)

The answer shows sound discussion, references contextual influences and provides sound illustration which demonstrates solid knowledge and understanding of current ideas, theories, debates or information about why a social group or place is represented in particular ways. A generally sound personal response, competently organised and presented, with sound exemplification.

Level 3 (11-15 marks)

The answer shows some discussion and provides some illustration which demonstrates sketchy knowledge and understanding of current ideas, theories, debates or information about why a social group or place is represented in particular ways. A simple personal response, organised with some relevant exemplification.

Level 2 (6-10 marks)

Illustration is basic with superficial or confused knowledge or understanding of current ideas, theories, debates or information about representations of a social group or place.

Level 1 (0-5 marks)

There may be one or two isolated points of some relevance.

Question 3(a)

(30 marks)

‘Genres provide a safety net for most producers.’

Discuss.

Level 6 (26-30 marks)

The answer shows confident and appropriate discussion, references a wide range of contextual influences and provides detailed illustration which demonstrates comprehensive knowledge and understanding of current ideas, theories, debates or information about whether or not genres provide a safety net for most producers. An engaged response, clearly organised and presented, with detailed and appropriate exemplification.

Level 5 (21-25 marks)

The answer shows competent and appropriate discussion, references a range of contextual influences and provides competent illustration which demonstrates proficient knowledge and understanding of current ideas, theories, debates or information about whether or not genres provide a safety net for most producers. An engaged personal response, well organised and presented, with appropriate exemplification.

Level 4 (16-20 marks)

The answer shows sound discussion, references contextual influences and provides sound illustration which demonstrates solid knowledge and understanding of current ideas, theories, debates or information about whether or not genres provide a safety net for most producers. A generally sound personal response, competently organised and presented, with sound exemplification.

Level 3 (11-15 marks)

The answer shows some discussion and provides some illustration which demonstrates sketchy knowledge and understanding of current ideas, theories, debates or information about whether or not genres provide a safety net for most producers. A simple personal response, organised with some relevant exemplification.

Level 2 (6-10 marks)

Illustration is basic with superficial or confused knowledge or understanding of current ideas, theories, debates or information about whether or not genres provide a safety net for most producers.

Level 1 (0-5 marks)

There may be one or two isolated points of some relevance.

Question 3(b)

(30 marks)

How far do you agree that genres are no longer limited to specific cultures?

Level 6 (26-30 marks)

The answer shows confident and appropriate discussion and evaluation, references a wide range of contextual influences and provides detailed illustration which demonstrates comprehensive knowledge and understanding of current ideas, theories, debates or information about whether genres are still limited to specific cultures. An engaged response, clearly organised and presented, with detailed and appropriate exemplification.

Level 5 (21-25 marks)

The answer shows competent and appropriate discussion and evaluation, references a range of contextual influences and provides competent illustration which demonstrates proficient knowledge and understanding of current ideas, theories, debates or information about whether genres are still limited to specific cultures. An engaged personal response, well organised and presented, with appropriate exemplification.

Level 4 (16-20 marks)

The answer shows sound discussion and some evaluation, references contextual influences and provides sound illustration which demonstrates solid knowledge and understanding of current ideas, theories, debates or information about whether genres are still limited to specific cultures. A generally sound personal response, competently organised and presented, with sound exemplification.

Level 3 (11-15 marks)

The answer shows some discussion and provides some illustration which demonstrates sketchy knowledge and understanding of current ideas, theories, debates or information about whether genres are still limited to specific cultures. A simple personal response, organised with some relevant exemplification.

Level 2 (6-10 marks)

Illustration is basic with superficial or confused knowledge or understanding of current ideas, theories, debates or information about whether genres are limited to specific cultures.

Level 1 (0-5 marks)

There may be one or two isolated points of some relevance.

Question 4(a)

(30 marks)

How can audience theories account for the attraction of reality television programmes?

Level 6 (26-30 marks)

The answer shows confident and appropriate discussion and evaluation, references a wide range of contextual influences and provides detailed illustration which demonstrates comprehensive knowledge and understanding of current ideas, theories, debates or information about the relationship between audience theories and reality TV programmes. An engaged response, clearly organised and presented, with detailed and appropriate exemplification.

Level 5 (21-25 marks)

The answer shows competent and appropriate discussion and evaluation, references a range of contextual influences and provides competent illustration which demonstrates proficient knowledge and understanding of current ideas, theories, debates or information about the relationship between audience theories and reality TV programmes. An engaged personal response, well organised and presented, with an appropriate exemplification.

Level 4 (16-20 marks)

The answer shows sound discussion and some evaluation, references contextual influences and provides sound illustration which demonstrates solid knowledge and understanding of current ideas, theories, debates or information about the relationship between audience theories and reality TV programmes. A generally sound personal response, competently organised and presented, with sound exemplification.

Level 3 (11-15 marks)

The answer shows some discussion and provides some illustration which demonstrates sketchy knowledge and understanding of current ideas, theories, debates or information about the relationship between audience theories and reality TV programmes. A simple personal response, organised with some relevant exemplification.

Level 2 (6-10 marks)

Illustration is basic with superficial or confused knowledge or understanding of current ideas, theories, debates or information about the relationship between audience theories and reality TV programmes.

Level 1 (0-5 marks)

There may be one or two isolated points of some relevance.

Question 4(b)

(30 marks)

Are we all ‘active’ audience members now?

Level 6 (26-30 marks)

The answer shows confident and appropriate evaluation, references a wide range of contextual influences and provides detailed illustration which demonstrates comprehensive knowledge and understanding of current ideas, theories, debates or information about whether we are all active audience members. An engaged response, clearly organised and presented, with detailed and appropriate exemplification.

Level 5 (21-25 marks)

The answer shows competent and appropriate evaluation, references a range of contextual influences and provides competent illustration which demonstrates proficient knowledge and understanding of current ideas, theories, debates or information about whether we are all active audience members. An engaged personal response, well organised and presented, with appropriate exemplification.

Level 4 (16-20 marks)

The answer shows sound evaluation, references contextual influences and provides sound illustration which demonstrates solid knowledge and understanding of current ideas, theories, debates or information about whether we are all active audience members. A generally sound personal response, competently organised and presented, with sound exemplification.

Level 3 (11-15 marks)

The answer shows some discussion and provides some illustration which demonstrates sketchy knowledge and understanding of current ideas, theories, debates or information about whether we are all active audience members. A simple personal response, organised with some relevant exemplification.

Level 2 (6-10 marks)

Illustration is basic with superficial or confused knowledge or understanding of current ideas, theories, debates or information about whether we are all active audience members.

Level 1 (0-5 marks)

There may be one or two isolated points of some relevance.

MARKING NOTATION

Examiners are reminded that it is essential to notate while marking. It is not enough to tick every page of writing. Candidates can now ask to see their papers and they have the right to see how and why the mark their work was given was arrived at. Summative comments should be made at the end of each answer. They are required to demonstrate that the mark scheme has been applied and clearly indicate the reasons for the mark allocated. Such comments should explain the level that the candidate's response has been placed in.

There follows a list of notations you are encouraged to use. These should be written in the left hand margin alongside the relevant point to which they refer:

✓	Point made
✓✓	Good point made
Eg	Example/Illustration
Eg✓	Good Example/Illustration
Ex	Explanation/Exploration/Expansion/Evaluation
T	Terminology used
Th	Theories/Issues/Debates
KC	Key Concept
F	Focus on question
Eg?	Needs illustration
Ex?	Needs explanation/exploration/expansion/evaluation
Rept	Repetition
I	Irrelevant
?	Confused/ambiguous
WC	Wider context
CA	Critical autonomy

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. An example will be presented at the standardisation meeting of a 'Model Marked Script'.

POINTS TO REMEMBER

- Please mark positively at all times – take a “best fit” approach.
- Use the entire spread of marks.
- Reward use of appropriate media terminology (**not** language expression). See reference to quality of written communication on page 2.
- Reward unusual responses when supported by specific reference to text(s), theories or context(s) or contact your senior examiner.