

Version 1.1



**General Certificate of Education
June 2010**

Media Studies

MEST1

Investigating Media

Unit 1

Mark Scheme

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.

Further copies of this Mark Scheme are available to download from the AQA Website: www.aqa.org.uk

Copyright © 2010 AQA and its licensors. All rights reserved.

COPYRIGHT

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

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 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. Such comments should explain the level that the candidates 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:

L	Media Language
R	Representation
A	Audience
Inst	Media Institution
G	Genre
N	Narrative
V/I	Values and Ideology
✓	Good point made
✓✓	Very good point made
Eg	Example/Illustration
Eg✓	Good Example/Illustration
Ex	Explanation/Exploration/Expansion/Evaluation
T	Terminology used
Th	Theories/Ideas/Debates/Issues
F	Focus on question
Eg?	Needs illustration
Ex?	Needs explanation/exploration/expansion/evaluation
Rept	Repetition
I	Irrelevant
?	Query or Questionable Point
Desc	Description
P1	Evidence of Platform 1
P2	Evidence of Platform 2
P3	Evidence of Platform 3

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 8.
- Reward unusual responses when supported by specific reference to text(s), or consult your senior examiner
- Notes must not be marked

Investigating Media (MEST1)

80 raw marks - 48 marks for Section A (AO1) and 32 marks for Section B (AO2)

Weighting: AO1 60% AO2 40%

Section A – Texts, concepts and contexts

AO1: Demonstrate knowledge and understanding of media concepts, contexts (and critical debates)

4 questions @ 12 marks each = 48 marks

These short answer questions are designed to encourage candidates to demonstrate knowledge and understanding of media concepts and the production contexts within which texts are produced (AO1).

Each question should be marked using the appropriate marking criteria. The list of suggested content for each question is not exclusive and candidates are not expected to refer to all of it in their answers.

Question 1 Media Forms

(12 marks)

How does the sequence catch and hold the attention of the viewer?

The question tests knowledge and understanding of media forms, specifically the techniques used in an opening sequence to catch and hold the audience's attention.

Suggested content (This is for general guidance only and not a definitive list. Candidates should be rewarded for what they have achieved, not penalised for what they may have omitted).

Techniques used to engage the viewer include:

Use of music (change in pace/tone)	Voice over (direct address)
Narrative disequilibrium	Point of view ('his journey')
Action codes ('ups as well as the downs')	Exclusive access/footage
Promise of 'strong language'	Editing (selection/sequencing)
Title sequence (pleasure of recognition)	Identification with Andre

Level 4 (10-12 marks)

Thorough knowledge and understanding of the techniques used to engage the audience, demonstrated by **detailed reference** to the text and **confident** use of media terminology.

Level 3 (7-9 marks)

Sound knowledge and understanding of the techniques used to engage the audience, demonstrated by **solid reference** to the text and **proficient** use of media terminology.

Level 2 (4-6 marks)

Some knowledge and understanding of the techniques used, demonstrated by **some reference** to the text and **some adequate** use of media terminology.

Level 1 (1-3 marks)

Limited knowledge and understanding of the techniques used, demonstrated by **superficial reference** to the text and **very limited** use of media terminology.

Level 0 (0 marks)

No relevant/appropriate/suitable response.

Question 2 Media Institutions

(12 marks)

How does the programme try to create a positive brand image for ITV2?

This question tests knowledge and understanding of the institution's ability to communicate a positive brand image.

Suggested content (This is for general guidance only and not a definitive list. Candidates should be rewarded for what they have achieved, not penalised for what they may have omitted).

ITV2 attempts to create a positive brand image through the:

Channel ident (logo/graphics)	Promise of exclusivity
Voice over (use of 'we')	Behind the scenes access
Chance to see 'first hand'	Notion of 'one-off special'
High production values of title sequence	'Never before' seen footage
Association with the Andre persona	Use of the RTV genre

Level 4 (10-12 marks)

Thorough knowledge and understanding of the institution's brand image creation, demonstrated by **detailed reference** to the text and **confident** use of media terminology.

Level 3 (7-9 marks)

Sound knowledge and understanding of the institution's brand image creation, demonstrated by **solid reference** to the text and **proficient** use of media terminology.

Level 2 (4-6 marks)

Some knowledge and understanding of the institution's brand image creation, demonstrated by **some reference** to the text and **some adequate** use of media terminology.

Level 1 (1-3 marks)

Limited knowledge and understanding of the institution's brand image creation, demonstrated by **superficial reference** to the text and **very limited** use of media terminology.

Level 0 (0 marks)

No relevant/appropriate/suitable response.

Question 3 Media Audiences

(12 marks)

How does the sequence attempt to position the audience to take a sympathetic view of Peter Andre?

This question tests knowledge and understanding of the concept of audience positioning (i.e. how media language is used to lead a particular response).

Suggested Content (This is for general guidance only and not a definitive list. Candidates should be rewarded for what they have achieved, not penalised for what they may have omitted).

The sequence positions the audience to view Peter Andre sympathetically in the following ways:

Use of music (pace/tone/lyrics)
Editing (slow fades to black)
MCUs/CUs of distraught Andre
Interviews with Andre (e.g. in car)
Association with family values

Use of voice-over (anchorage)
Shot selection (e.g. falling off stage)
Mise-en-scene (black cars, costume etc)
Footage of Andre being comforted
Andre's direct address to camera

Level 4 (10-12 marks)

Thorough knowledge and understanding of how the audience is positioned through media language, demonstrated by **detailed reference** to the text and **confident** use of media terminology.

Level 3 (7-9 marks)

Sound knowledge and understanding of how the audience is positioned through media language, demonstrated by **solid reference** to the text and **proficient** use of media terminology.

Level 2 (4-6 marks)

Some knowledge and understanding of how the audience is positioned, demonstrated by **some reference** to the text and **some adequate** use of media terminology.

Level 1 (1-3 marks)

Limited knowledge and understanding of how the audience is positioned, demonstrated by **superficial reference** to the text and **very limited** use of media terminology.

Level 0 (0 marks)

No relevant/appropriate/suitable response.

Question 4 Media Representations

(12 marks)

How is celebrity represented in the sequence?

This question tests knowledge and understanding of how representations are constructed and conveyed within media products, in this case the construction of celebrity.

Suggested content (This is for general guidance only and not a definitive list. Candidates should be rewarded for what they have achieved, not penalised for what they may have omitted)

Celebrity is represented as:

Newsworthy	Affluent (promoting conspicuous consumption)
Intimate with the audience	Centred on romance/relationships
Perfectly presented (body image)	Worthy of adoration/hysteria
Emotionally intelligent	Focused on leisure/entertainment (not work)
Glamorous (sexually alluring)	Real/Human (lacking mystique)
Self-promoting	Essentially flawed (the everyman)

Wherever possible, links should be made to analysis of media language (i.e. moving image analysis: use of camera, lighting/colour, editing, mise-en-scene, sound and graphics) to show how representations are constructed and conveyed.

Level 4 (10-12 marks)

Thorough knowledge and understanding of how the representation of celebrity is conveyed, demonstrated by **detailed reference** to the text and **confident** use of media terminology.

Level 3 (7-9 marks)

Sound knowledge and understanding of how the representation of celebrity is conveyed, demonstrated by **solid reference** to the text and **proficient** use of media terminology.

Level 2 (4-6 marks)

Some knowledge and understanding of the representation of celebrity, demonstrated by **some reference** to the text and **some adequate** use of media terminology.

Level 1 (1-3 marks)

Limited knowledge and understanding of the representation of celebrity, demonstrated by **superficial reference** to the text and **very limited** use of media terminology.

Level 0 (0 marks)

No relevant/appropriate/suitable response.

Section B Cross-Media Study

(32 marks)

AO2: Apply knowledge and understanding when analysing media products and processes to show how meanings and responses are created.

Candidates will have undertaken any cross-media study. The questions are designed to assess candidates' ability to apply their knowledge and understanding of the products and processes in their chosen topic area:

(a) across the range of media platforms and (b) to explore how meanings and responses are created.

As indicated within each level, Quality of Written Communication should be taken into account when awarding marks.

EITHER**Question 5**

‘Audiences are becoming increasingly powerful in shaping media output.’

With reference to your case study, how far is this true?

In your answer you should:

- **provide a brief outline of your case study**
- **evaluate the role of audiences in the creation of media products from your case study**
- **support your answer with reference to a range of examples from three media platforms.**

Level 4 (26-32 marks)	<ul style="list-style-type: none"> • Thorough and precise cross-media study • Thorough application of knowledge and understanding of audience production • Thorough use of a range of detailed examples from three media platforms • Clear, well organised and appropriate communication. Engaged response with fluent use of media terminology <p><i>At the top of this level candidates show confident understanding and application of media ideas/issues/theories/debates</i></p>
Level 3 (17-25 marks)	<ul style="list-style-type: none"> • Clear and concise cross-media study • Sound application of knowledge and understanding of audience production • Satisfactory use of a range of examples from three media platforms • Clear and appropriate communication. Ideas are structured with consistency and media terminology is used accurately <p><i>At the top of this level candidates show sound understanding of media ideas/issues/theories/debates</i></p>
Level 2 (9-16 marks)	<ul style="list-style-type: none"> • Generalised and sketchy cross-media study • Some application of knowledge and understanding of audience production • Adequate use of some examples from at least two media platforms • Communication of ideas may be inconsistent with some limited use of media terminology <p><i>At the top of this level candidates make reference, possibly implicitly, to media ideas/issues/theories/debates</i></p>
Level 1 (1-8 marks)	<ul style="list-style-type: none"> • Vague and undeveloped cross-media study • Limited application of knowledge and understanding of audience production • Scant or generalised use of examples from perhaps only one media platform • There may be some confusion and imbalance within the response <p><i>At the top of this level answers may show limited awareness of media ideas/issues/theories/debates and/or media terminology</i></p>
Level 0 (0 marks)	<ul style="list-style-type: none"> • No relevant/appropriate/suitable response

OR
Question 6

‘It is not the strongest that survive but those most responsive to change.’

How and why do media institutions continue to change?

In your answer you should:

- **provide a brief outline of your case study**
- **show how and why media institutions in your case study have been responsive to change**
- **support your answer with reference to a range of examples from three media platforms.**

<p>Level 4 (26-32 marks)</p>	<ul style="list-style-type: none"> • Thorough and precise cross-media study • Thorough application of knowledge and understanding of how and why media institutions have been responsive to change • Thorough use of a range of detailed examples from three media platforms • Clear, well organised and appropriate communication. Engaged response with fluent use of media terminology <p><i>At the top of this level candidates show confident understanding and application of media ideas/issues/theories/debates</i></p>
<p>Level 3 (17-25 marks)</p>	<ul style="list-style-type: none"> • Clear and concise cross-media study • Sound application of knowledge and understanding of how and why media institutions have been responsive to change • Satisfactory use of a range of examples from three media platforms • Clear and appropriate communication. Ideas are structured with consistency and media terminology is used accurately <p><i>At the top of this level candidates show sound understanding of media ideas/issues/theories/debates</i></p>
<p>Level 2 (9-16 marks)</p>	<ul style="list-style-type: none"> • Generalised and sketchy cross-media study • Some application of knowledge and understanding of how media institutions have been responsive to change • Adequate use of some examples from at least two media platforms • Communication of ideas may be inconsistent with some limited use of media terminology <p><i>At the top of this level candidates make reference, possibly implicitly, to media ideas/issues/theories/debates</i></p>
<p>Level 1 (1-8 marks)</p>	<ul style="list-style-type: none"> • Vague and undeveloped cross-media study • Limited application of knowledge and understanding of how media institutions have been responsive to change • Scant or generalised use of examples from perhaps only one media platform • There may be some confusion and imbalance within the response <p><i>At the top of this level answers may show limited awareness of media ideas/issues/theories/debates and/or media terminology</i></p>
<p>Level 0 (0 marks)</p>	<ul style="list-style-type: none"> • No relevant/appropriate/suitable response