



**General Certificate of Education  
June 2010**

**Media Studies**

**MEST3**

**Unit 3: Media: Critical Perspectives**

***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.

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## 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.

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

|      |                      |
|------|----------------------|
| ✓    | Good point made      |
| ✓✓   | Very good point made |
| L    | Media Language       |
| R    | Representation       |
| A    | Audience             |
| Inst | Media Institution    |
| G    | Genre                |
| N    | Narrative            |
| V/I  | Values and Ideology  |
| Th   | Theory               |
| MD   | media issue/debate   |
| WC   | wider contexts       |
| Eg   | Example              |
| T    | Terminology          |
| F    | Focus on question    |
| Rept | Repetition           |
| ?    | Questionable Point   |
| Desc | Description          |

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. It is useful to take these comments from the level descriptors. 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).
- Reward unusual responses when supported by specific reference to text(s), or consult your senior examiner
- Notes must not be marked

## **SECTION A**

### **Question 1**

**How do the two media products represent war?**

**(8 marks)**

#### **Level 4 (7-8 marks)**

A sophisticated and detailed analysis and evaluation of both media products, showing very good critical autonomy.  
Demonstrates sophisticated knowledge and understanding of the media representations within both media products.  
Detailed and sophisticated application of the concepts.  
The answer is well structured, articulate and engaged.

#### **Level 3 (5-6 marks)**

A proficient analysis and evaluation of both media products, showing good critical autonomy.  
Demonstrates good knowledge and understanding of the media representations within both media products.  
Proficient application of media concepts.  
The answer is well structured and clearly expressed.

#### **Level 2 (3-4 marks)**

A sound analysis and evaluation of both media products, showing critical autonomy.  
Demonstrates adequate knowledge and understanding of the media representations within both media products.  
Sound application of media concepts.  
The answer is mostly well structured and expressed.

#### **Level 1 (1-2 marks)**

A basic analysis of the media product(s).  
Demonstrates some knowledge and understanding of the media representations within the media product(s).  
Basic application of the concepts.  
Meaning may be obscured at times by weaknesses in written communication.

#### **Level 0 (0 marks)**

Mostly descriptive and/or irrelevant answer.

**Additional Information**

Part of the description for Media Product 1 *Call of Duty* is incorrect. It should refer to *Call of Duty 5, World at War*, set in World War 2.

Examiners should take this into account when they are marking Section A.  
There is one question that this could affect, Section A, Question 1:

1. *How do the two texts represent war?* (8 marks)

Candidates should not be penalised and there should be an open approach to marking.  
Candidates should be rewarded for whatever war they refer to, if they do refer to a specific war.  
The mark scheme allows for this, it asks for

*“knowledge and understanding of the media representations within both products”.*

In addition, the question refers to “war” not a specific war.  
It is also the question that focuses on media concepts, rather than media issues and debates and wider contexts.

## Question 2

**What is the appeal to audiences of such shocking war films and war games?  
You may refer to other media products to support your answer.**

**(12 marks)**

### **Level 4 (10-12 marks)**

A sophisticated and detailed analysis and evaluation, showing very good critical autonomy.  
Detailed and sophisticated application of media concepts.  
Detailed and sophisticated application of a wide range of critical debates, issues and theories.  
Supports answer with a wide range of examples from other media products.  
The answer is well structured, articulate and engaged.

### **Level 3 (7-9 marks)**

A proficient analysis and evaluation, showing good critical autonomy.  
Good application of media concepts.  
Proficient application of a range of critical debates, issues and theories.  
Supports answer with examples from other media products.  
The answer is well structured and clearly expressed.

### **Level 2 (4-6 marks)**

A sound analysis and evaluation, showing critical autonomy.  
Sound application of media concepts.  
Sound application of the critical debates, issues and theories.  
May support answer with examples from other media products.  
The answer is mostly well structured and expressed.

### **Level 1 (1-3 marks)**

A basic analysis.  
Basic application of media concepts.  
Basic application of some critical debates or issues or theories.  
Meaning may be obscured at times by weaknesses in written communication.

### **Level 0 (0 marks)**

Mostly descriptive and/or irrelevant answer.

**Question 3**

**Some media research has raised concerns about unrestricted access to violent images. Do you think control is necessary?**

**You should refer to other media products to support your answer.**

**(12 marks)**

**Level 4 (10-12 marks)**

Detailed and sophisticated application of a wide range of critical debates, issues and theories and wider contexts.

A sophisticated and detailed evaluation, showing very good critical autonomy.

Detailed and sophisticated application of media concepts.

Supports this with a wide range of examples from other media products.

The answer is well structured, articulate and engaged.

**Level 3 (7-9 marks)**

Proficient application of a range of critical debates, issues and theories and wider contexts.

A proficient evaluation, showing good critical autonomy.

Proficient application of media concepts.

Supports this with a range of examples of other media products.

The answer is well structured and clearly expressed.

**Level 2 (4-6 marks)**

Sound application of a number of critical debates, issues and theories and wider contexts.

A sound evaluation, showing critical autonomy.

Sound application of media concepts.

Supports answer with examples from other media products.

The answer is mostly well structured and expressed.

**Level 1 (1-3 marks)**

Basic application of some critical debates or issues or theories or wider contexts. Some examples from other media products included.

A basic evaluation.

Basic application of media concepts.

Meaning may be obscured at times by weaknesses in written communication.

**Level 0 (0 marks)**

Mostly descriptive and/or irrelevant answer.



**SECTION B****Representations in the Media**

- 4a) “1Xtra, MTV Base and ZeeTV are hugely popular. But whenever I watch these channels, all I see is a ghetto...Nobody wants to be in the ghetto, OK? We all want to live in the mainstream.”  
(Lenny Henry in a speech to *The Royal Television Society, Guardian News and Media Ltd, 2008*)

**Why would the group or place you have studied want to be represented in the mainstream media?**

**(48 marks)**

|                                  |   |
|----------------------------------|---|
| <b>Level 4<br/>(37-48 marks)</b> | A sophisticated and comprehensive discussion and evaluation, showing very good critical autonomy.<br>Sophisticated and detailed application of critical debates and current issues about media representations and relevant wider contexts. A clear focus on why group/place would want to be represented in the mainstream.<br>Answer is supported by a wide range of examples. The use of the candidate's individual case study shows detailed evidence of independent study.<br>The answer is well structured, articulate and engaged. |
| <b>Level 3<br/>(25-36 marks)</b> | A proficient discussion and evaluation, showing good critical autonomy.<br>Proficient application of critical debates and current issues about media representations and relevant wider contexts. Focuses on why group/place would want to be represented in the mainstream.<br>Answer is supported by a range of examples. The use of candidate's individual case study shows clear evidence of individual study.<br>The answer is well structured and clearly expressed.  |
| <b>Level 2<br/>(13-24 marks)</b> | A sound discussion and evaluation, showing critical autonomy.<br>Sound application of critical debates and current issues about media representations and relevant wider contexts. Focuses mainly on why group/place would want to be represented in the mainstream.<br>Answer is supported by examples. The use of candidate's individual case study shows adequate evidence of independent study.<br>The answer is mostly well structured and expressed.  |
| <b>Level 1<br/>(1-12 marks)</b>  | A basic discussion and some evaluation.<br>A basic application of critical debates and current issues about media representations and relevant wider contexts. Some focus on why group/place would want to be represented in the mainstream, but may lack focus on the question.<br>Answer is supported by some examples. The use of candidate's individual case study shows some evidence of independent study.<br>Meaning may be obscured at times by weaknesses in communication.  |
| <b>Level 0<br/>(0 marks)</b>     | Mostly descriptive and/or irrelevant answer. Little focus on the question.  |

**4b) A dominant representation is one that is repeated across the media over time and so are the values that it carries. Discuss.**

**(48 marks)**

|   |  |
|---|--|
| <p><b>Level 4<br/>(37- 48 marks)</b></p>  | <p>A sophisticated and comprehensive discussion and evaluation, showing very good critical autonomy.<br/>Sophisticated and detailed application of critical debates and current issues about media representations and relevant wider contexts. A clear focus on dominant representations and values.<br/>Answer is supported by a wide range of examples. The use of the candidate's individual case study shows detailed evidence of independent study.<br/>The answer is well structured, articulate and engaged.</p> |
| <p><b>Level 3<br/>(25 - 36 marks)</b></p> | <p>A proficient discussion and evaluation, showing good critical autonomy.<br/>Proficient application of critical debates and current issues about media representations and relevant wider contexts. Focuses on dominant representations and values.<br/>Answer is supported by a range of examples. The use of candidate's individual case study shows clear evidence of individual study.<br/>The answer is well structured and clearly expressed.</p>  |
| <p><b>Level 2<br/>(13 - 24 marks)</b></p> | <p>A sound discussion and evaluation, showing critical autonomy.<br/>Sound application of critical debates and current issues about media representations and relevant wider contexts. Focuses mainly on dominant representations and values.<br/>Answer is supported by examples. The use of candidate's individual case study shows adequate evidence of independent study.<br/>The answer is mostly well structured and expressed.</p>  |
| <p><b>Level 1<br/>(1 - 12 marks)</b></p>  | <p>A basic discussion and some evaluation.<br/>A basic application of critical debates and current issues about media representations and relevant wider contexts. Some focus on dominant representations and values, but may lack focus on the question.<br/>Answer is supported by some examples. The use of candidate's individual case study shows some evidence of independent study.<br/>Meaning may be obscured at times by weaknesses in communication.</p>  |
| <p><b>Level 0<br/>(0 marks)</b></p>       | <p>Mostly descriptive and/or irrelevant answer. Little focus on the question.</p>  |

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**The Impact of New/Digital Media**

- 4c) Developments in new/digital media mean that audiences now have access to a greater variety of views and values. To what extent are audiences empowered by these developments?**

**(48 marks)**

|  |  |
|--|--|
| <p><b>Level 4</b><br/><b>(37- 48 marks)</b></p>  | <p>A sophisticated and comprehensive discussion and evaluation, showing very good critical autonomy.<br/>Sophisticated and detailed application of knowledge and understanding of critical debates and current issues about new/digital media and relevant wider contexts. A clear focus on access to greater variety of views and values and extent of audience empowerment.<br/>Answer is supported by a wide range of examples.<br/>The use of the candidate's individual case study shows detailed evidence of independent study.<br/>The answer is well structured, articulate and engaged.</p> |
| <p><b>Level 3</b><br/><b>(25 - 36 marks)</b></p> | <p>A proficient discussion and evaluation, showing good critical autonomy.<br/>Sound application of knowledge and understanding of critical debates and current issues about new/digital media and relevant wider contexts. Focuses on access to greater variety of views and values and extent of audience empowerment.<br/>Answer is supported by a range of examples. The use of candidate's individual case study shows clear evidence of independent study.<br/>The answer is well structured and clearly expressed.</p>  |
| <p><b>Level 2</b><br/><b>(13 - 24 marks)</b></p> | <p>A sound discussion and evaluation, showing critical autonomy.<br/>Sound application of knowledge and understanding of critical debates and current issues about new/digital media and relevant wider contexts. Focuses mainly on access to greater variety of views and values and extent of audience empowerment.<br/>Answer is supported by examples. The use of candidate's individual case study shows adequate evidence of independent study.<br/>The answer is mostly well structured and expressed.</p>  |
| <p><b>Level 1</b><br/><b>(1 - 12 marks)</b></p>  | <p>A basic discussion and some evaluation.<br/>A basic application of knowledge and understanding of critical debates and current issues about new/digital media and relevant wider contexts. Some focus on access to greater variety of views and values and extent of audience empowerment, but may lack focus on the question.<br/>Answer is supported by some examples. The use of candidate's individual case study shows some evidence of independent study.<br/>Meaning may be obscured at times by weaknesses in communication.</p>  |
| <p><b>Level 0</b><br/><b>(0 marks)</b></p>       | <p>Mostly descriptive and/or irrelevant answer. Little focus on the question.</p>  |

**4d) Why and with what success are traditional media institutions adapting to the challenge posed by new/digital media?**

**(48 marks)**

|   |   |
|---|---|
| <p><b>Level 4<br/>(37- 48 marks)</b></p>  | <p>A sophisticated and comprehensive discussion and evaluation, showing very good critical autonomy.<br/>Sophisticated and detailed application of critical debates and current issues about new/digital media and relevant wider contexts. A clear focus on how traditional media institutions are adapting to the challenge.<br/>Answer is supported by a wide range of examples. The use of the candidate's individual case study shows detailed evidence of independent study.<br/>The answer is well structured, articulate and engaged.</p> |
| <p><b>Level 3<br/>(25 - 36 marks)</b></p> | <p>A proficient discussion and evaluation, showing good critical autonomy.<br/>Proficient application of critical debates and current issues about new/digital media and relevant wider contexts. Focuses on how traditional media institutions are adapting to the challenge.<br/>Answer is supported by a range of examples. The use of candidate's individual case study shows clear evidence of individual study.<br/>The answer is well structured and clearly expressed.</p>  |
| <p><b>Level 2<br/>(13 - 24 marks)</b></p> | <p>A sound discussion and evaluation, showing critical autonomy.<br/>Sound application of critical debates and current issues about new/digital media and relevant wider contexts. Focuses mainly on how traditional media institutions are adapting to the challenge.<br/>Answer is supported by examples. The use of candidate's individual case study shows adequate evidence of independent study.<br/>The answer is mostly well structured and expressed.</p>  |
| <p><b>Level 1<br/>(1 - 12 marks)</b></p>  | <p>A basic discussion and some evaluation.<br/>A basic application of critical debates and current issues about new/digital media and relevant wider contexts. Some focus on how traditional media institutions are adapting to the challenge, but may lack focus on the question.<br/>Answer is supported by some examples. The use of candidate's individual case study shows some evidence of independent study.<br/>Meaning may be obscured at times by weaknesses in communication.</p>  |
| <p><b>Level 0<br/>(0 marks)</b></p>       | <p>Mostly descriptive and/or irrelevant answer. Little focus on the question.</p>   |