

Version 1.0



**General Certificate of Education
January 2011**

Media Studies

MEST1

Unit 1: Investigating Media

Post-Standardisation

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

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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 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 dragged onto the end of each answer. They should demonstrate that the mark scheme has been applied and clearly indicate the reasons for the mark allocated. Such comments should help to explain the level that the candidates response has been placed in.

For Section A clips, use the annotations from the generic CMI+ carousel:

	Correct
	Incorrect
	Doubtful
	Missing
	VeryGood
	SeenButNoMark
BOD	BenefitOfDoubt
NR	NotRelevant

For Section B clips, use the CMI+ carousel and annotations below (available in 'Related Parts Comments' on CMI+):

Eg	Example/Illustration
Th	Theories/Ideas/Debates/Issues
F	Focus on question
Rept	Repetition
Desc	Description
P1	Reference to first platform
P2	Reference to second platform
P3	Reference to third platform

Level descriptors must also be dragged into the end of each clip to demonstrate how the mark scheme has been applied and clearly indicate the reasons for the mark allocated. These will be available in 'Related Parts Comments'. Examiners' own comments can also be added in the final comment box to help to further explain the mark awarded (e.g. use of best fit). An example of a 'Model Marked Script' will be presented at the time of standardisation.

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.

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.

Question 1 Media Forms

(12 marks)

How is the video constructed to engage the audience?

The question tests knowledge and understanding of media forms, specifically the techniques (related to media language/narrative/genre) used to engage an audience.

Anticipated content (This is a guide to what might be expected in candidates' answers. However it is not exhaustive. Be prepared to accept original and different ideas. Ultimately candidates should be rewarded for what they have achieved, not penalised for what they may have omitted).

Techniques used in the construction of the video to engage the audience include:

Point of view (first person/video game)	Characterisation (British 'blokes')
Realism (static camera/car stereo etc.)	Identification (use of dialogue)
Narrative disturbance (shock of stunts/CGI)	Enigma codes (real or fake?)
Use of humour (use of dialogue/stunts)	Authenticity (use of MINI logo)
Voyeurism (rubbernecking)	Intertextuality (The Italian Job)

Level 4 (10-12 marks)

Thorough knowledge and understanding of a **wide range** 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 **several** 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 **some** 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 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 is the brand image of the MINI Clubman promoted in the video?**

This question tests knowledge and understanding of how brand image is promoted positively by the institution.

Anticipated content (This is a guide to what might be expected in candidates' answers. However it is not exhaustive. Be prepared to accept original and different ideas. Ultimately candidates should be rewarded for what they have achieved, not penalised for what they may have omitted).

The brand image of the MINI Clubman is promoted positively through the:

Eye-catching design	Use of slogan (titles)
Use of MINI logo	Handling (use of CGI)
Use of dialogue ('Looks good though, doesn't it?')	Emphasis on speed
Intertextuality (The Italian Job)	Use of humour
Association with new media ('We're in a viral!')	Realism (title: 'No Fake')

Level 4 (10-12 marks)

Thorough knowledge and understanding of a **wide range** of ways the brand image is promoted, demonstrated by **detailed reference** to the text and **confident** use of media terminology.

Level 3 (7-9 marks)

Sound knowledge and understanding of **several** ways the brand image is promoted, demonstrated by **solid reference** to the text and **proficient** use of media terminology.

Level 2 (4-6 marks)

Some knowledge and understanding of **some** ways the brand image is promoted, 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 brand image is promoted, 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 Representations**(12 marks)****How is the video represented as being real?**

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

Anticipated content (This is a guide to what might be expected in candidates' answers. However it is not exhaustive. Be prepared to accept original and different ideas. Ultimately candidates should be rewarded for what they have achieved, not penalised for what they may have omitted).

The video is represented as being real through the use of:

Diegetic sound (car stereo, road noise)	Dialogue (reactive/colloquial)
Static camera (through car window)	Use of first person POV
Use of title ('Professional Driver...')	Real location (German autobahn)
Natural lighting	Authenticity of MINI logo etc.
Characters' confirmation ('We're in a viral!')	Use of advanced CGI

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 a **wide range** of ways reality is represented, demonstrated by **detailed reference** to the text and **confident** use of media terminology.

Level 3 (7-9 marks)

Sound knowledge and understanding of **several** ways reality is represented, demonstrated by **solid reference** to the text and **proficient** use of media terminology.

Level 2 (4-6 marks)

Some knowledge and understanding of **some** ways reality is represented, 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 reality is represented, 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 Audiences**(12 marks)**

What features of the video encourage the audience to pass on the marketing message to others?

This question tests knowledge and understanding of the concept of audience, in this case how an active audience response is encouraged. Be prepared to reward candidates who have interpreted ‘features’ to be technical (i.e. links to new media) as well as specific features of the advertisement itself. In many cases candidates are defining the ‘video’ as the whole clip including the initial You Tube section; this should be accepted.

Anticipated content (This is a guide to what might be expected in candidates’ answers. However it is not exhaustive. Be prepared to accept original and different ideas. Ultimately candidates should be rewarded for what they have achieved, not penalised for what they may have omitted).

Features of the video which encourage a viral response are:

Real or fake debate	Use of Humour
Use of CGI	Use of Realism (home video feel)
You Tube	Positioning on
Ability to rate and comment	Ability to embed on other websites
Limited distribution (not on other ‘official’ platforms)	Ability to pass on through e-mail etc.

Level 4 (10-12 marks)

Thorough knowledge and understanding of a **wide range** of ways the audience is encouraged to pass on the message, demonstrated by **detailed reference** to the text and **confident** use of media terminology.

Level 3 (7-9 marks)

Sound knowledge and understanding of **several** ways the audience is encouraged to pass on the message, demonstrated by **solid reference** to the text and **proficient** use of media terminology.

Level 2 (4-6 marks)

Some knowledge and understanding of **some** of the ways the audience is encouraged to pass on the message, 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 encouraged to pass on the message, demonstrated by **superficial reference** to the text and **very limited** use of media terminology.

Level 0 (0 marks)

No relevant / appropriate / suitable response.

EITHER

Question 5

How far have improvements in technology made a difference to the quality of audience experience?

In your answer you should:

- **provide a brief outline of your case study**
- **evaluate the impact of new technologies (e.g. red button, file-sharing, 3-D) on the audience's ability to interact with and/or enjoy 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 application of knowledge and understanding of how far new technologies have enhanced audience interaction/enjoyment • 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 • Confident understanding and application of media ideas/issues/theories/debates
Level 3 (17-25 marks)	<ul style="list-style-type: none"> • Sound application of knowledge and understanding of how far new technologies have enhanced audience interaction/enjoyment • 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 • Sound understanding of media ideas/issues/theories/debates
Level 2 (9-16 marks)	<ul style="list-style-type: none"> • Some application of knowledge and understanding of how far new technologies have enhanced audience interaction/enjoyment • Adequate use of some examples from at least two media platforms • Communication of ideas may be inconsistent with some limited use of media terminology • Some understanding of media ideas/issues/theories/debates
Level 1 (1-8 marks)	<ul style="list-style-type: none"> • Limited application of knowledge and understanding of how far new technologies have enhanced audience interaction/enjoyment • Scant or generalised use of examples from perhaps only one media platform • There may be some confusion and imbalance within the response • Limited awareness of media ideas/issues/theories/debates and/or media terminology
Level 0 (0 marks)	<ul style="list-style-type: none"> • No relevant / appropriate / suitable response

OR

Question 6

Do the institutions in your case study have an equal presence on each media platform?

In your answer you should:

- **provide a brief outline of your case study**
- **evaluate how and why media products from your case study have more of a presence on some platforms than others**
- **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 application of knowledge and understanding of how and why media institutions have a presence on some platforms more than others • 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 • Confident understanding and application of media ideas/issues/theories/debates
Level 3 (17-25 marks)	<ul style="list-style-type: none"> • Sound application of knowledge and understanding of how and why media institutions have a presence on some platforms more than others • 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 • Sound understanding of media ideas/issues/theories/debates
Level 2 (9-16 marks)	<ul style="list-style-type: none"> • Some application of knowledge and understanding of how media institutions have a presence on some platforms more than others • Adequate use of some examples from at least two media platforms • Communication of ideas may be inconsistent with some limited use of media terminology • Some understanding of media ideas/issues/theories/debates
Level 1 (1-8 marks)	<ul style="list-style-type: none"> • Limited application of knowledge and understanding of how media institutions have a presence on some platforms more than others • Scant or generalised use of examples from perhaps only one media platform • There may be some confusion and imbalance within the response • Limited awareness of media ideas/issues/theories/debates and/or media terminology
Level 0 (0 marks)	<ul style="list-style-type: none"> • No relevant / appropriate / suitable response