

A-LEVEL MEDIA STUDIES

MEST1 – Investigating Media
Mark Scheme

2570
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Version v1.0: Final

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.







It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' 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 from aqa.org.uk

MARKING NOTATION

Examiners are reminded that it is essential to notate while marking. It is not enough to tick every page of writing. Students 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 student's 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 (eg 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 of the specification
- Reward unusual responses when supported by specific reference to product(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

(48 marks)

This section assesses the following assessment objective:

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 students to demonstrate knowledge and understanding of media concepts and the production contexts within which products are produced (AO1).

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

Section B Cross-Media Study

(32 marks)

This section assesses the following assessment objective:

AO2: Apply knowledge and understanding when analysing media products and processes (and evaluating their own practical work) to show how meanings and responses are created

Students will have undertaken a cross-media study. The questions are designed to assess students' 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 Institutions**(12 marks)****How does the trailer promote *Channel 4's* brand image?**

This question tests knowledge and understanding of media institutions, in this case how brand values are positively communicated.

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

Channel 4's brand image is promoted through:

Challenging misconceptions	Inclusivity	Minority appeal
High production values	Shock values	Cutting edge style
Association with youth culture	Attitude/aggression	Use of logo

Level	Marks	
4	10 – 12	Mostly focused on the question of how Channel 4's brand image is promoted. Responses demonstrate clear conceptual understanding evidenced through a range of ideas, supported by mostly detailed exemplification from the product. Appropriate application of terminology and/or theory
3	7 – 9	Attempt to focus on the question of how Channel 4's brand image is promoted. Responses demonstrate conceptual understanding evidenced through ideas, usually, but not always, supported by appropriate exemplification from the product. Some use of terminology and/or theory
2	4 – 6	Lacks consistent question focus, yet demonstrates knowledge of concepts, terms and ideas. Exemplification is likely to be thin and/or descriptive. Response lists ideas rather than applying concepts and terms
1	1 - 3	Weak on question focus. Few, if any, relevant ideas. Exemplification, terms and subject knowledge are mostly absent or irrelevant. Likely to struggle to get beyond description
0	0	No relevant content

Question 2 Media Audiences**(12 marks)****How are viewers encouraged by the trailer to see disability?**

This question tests knowledge and understanding of the concept of audience, in this case how their response is positioned through media language.

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

The audience are encouraged to see disability/the disabled as:

Not an obstacle	Altering preconceptions	Determined
An inevitable human condition	Aesthetically acceptable	Courageous
As a team/community	Physically potent/able	Fearless

Level	Marks	
4	10 – 12	Mostly focused on the question of how the audience is encouraged to see disability. Responses demonstrate clear conceptual understanding evidenced through a range of ideas, supported by mostly detailed exemplification from the product. Appropriate application of terminology and/or theory
3	7 – 9	Attempt to focus on the question of how the audience is encouraged to see disability. Responses demonstrate conceptual understanding evidenced through ideas, usually, but not always, supported by appropriate exemplification from the product. Some use of terminology and/or theory
2	4 – 6	Lacks consistent question focus, yet demonstrates knowledge of concepts, terms and ideas. Exemplification is likely to be thin and/or descriptive. Response lists ideas rather than applying concepts and terms
1	1 - 3	Weak on question focus. Few, if any, relevant ideas. Exemplification, terms and subject knowledge are mostly absent or irrelevant. Likely to struggle to get beyond description
0	0	No relevant content

Question 3 Media Forms**(12 marks)****Identify the key narrative techniques used in the trailer.**

The question tests knowledge and understanding of media forms, specifically the narrative techniques used in the sequence to create meaning and entice an audience.

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

Key narrative techniques used are:

Action + Enigma codes	Characterisation	Exposition
Narration of titles	Ellipsis (selection/compression)	Suspense
Use of flashbacks	Equilibrium/disequilibrium	Climax of events

Level	Marks	
4	10 – 12	Mostly focused on the question of the ways narrative techniques are used. Responses demonstrate clear conceptual understanding evidenced through a range of ideas, supported by mostly detailed exemplification from the product. Appropriate application of terminology and/or theory
3	7 – 9	Attempt to focus on the question of the ways narrative techniques are used. Responses demonstrate conceptual understanding evidenced through ideas, usually, but not always, supported by appropriate exemplification from the product. Some use of terminology and/or theory
2	4 – 6	Lacks consistent question focus, yet demonstrates knowledge of concepts, terms and ideas. Exemplification is likely to be thin and/or descriptive. Response lists ideas rather than applying concepts and terms
1	1 - 3	Weak on question focus. Few, if any, relevant ideas. Exemplification, terms and subject knowledge are mostly absent or irrelevant. Likely to struggle to get beyond description
0	0	No relevant content

Question 4 Media Representations**(12 marks)****How are the Paralympic Games represented in the trailer as a much anticipated sporting event?**

This question tests knowledge and understanding of how representations are constructed and conveyed within media products, in this case the representation of a sporting event as a ‘must-see’.

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

The Paralympic Games are represented as much anticipated through the:

Quiet contemplation of athletes	Shots of training/preparation/build-up
Infrastructure of new stadia, etc.	International dimension (team names)
Use of titles (‘Meet the...’ + ‘It’s time...’)	Gladiatorial stance of final shot
Crowd shots + noise (celebration)	Final Paralympics logo + date

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

Level	Marks	
4	10 – 12	Mostly focused on the question of how the Paralympic Games are represented as much anticipated. Responses demonstrate clear conceptual understanding evidenced through a range of ideas, supported by mostly detailed exemplification from the product. Appropriate application of terminology and/or theory
3	7 – 9	Attempt to focus on the question of how the Paralympic Games are represented as much anticipated. Responses demonstrate conceptual understanding evidenced through ideas, usually, but not always, supported by appropriate exemplification from the product. Some use of terminology and/or theory
2	4 – 6	Lacks consistent question focus, yet demonstrates knowledge of concepts, terms and ideas. Exemplification is likely to be thin and/or descriptive. Response lists ideas rather than applying concepts and terms
1	1 - 3	Weak on question focus. Few, if any, relevant ideas. Exemplification, terms and subject knowledge are mostly absent or irrelevant. Likely to struggle to get beyond description
0	0	No relevant content

EITHER**Question 5****(32 marks)****‘Media institutions are essentially profit-driven.’****Evaluate how commercial pressures have had an impact on the products in your cross-media study.****Support your answer with reference to a range of examples from three media platforms.**

Level 4 (25-32 marks)	<ul style="list-style-type: none"> • Mostly focused on the question • Thorough application of knowledge and understanding of how commercial pressures have impacted on media products • 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 (17-24 marks)	<ul style="list-style-type: none"> • Attempt to focus on the question • Sound application of knowledge and understanding of how commercial pressures have impacted on media products • 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"> • Lacks consistent question focus • Some application of knowledge and understanding of commercial pressures have impacted on media products • 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"> • Weak on question focus • Limited application of knowledge and understanding of how commercial pressures have impacted on media products • 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

(32 marks)

‘When we engage with media we both act and are acted upon, use and are used.’

Consider how much control audiences have in relation to their use of media products from your cross-media study.

Support your answer with reference to a range of examples from three media platforms.

<p>Level 4 (25-32 marks)</p>	<ul style="list-style-type: none"> • Mostly focused on the question • Thorough application of knowledge and understanding of how audiences are in control/controlled • 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
<p>Level 3 (17-24 marks)</p>	<ul style="list-style-type: none"> • Attempt to focus on the question • Sound application of knowledge and understanding of how audiences are in control/controlled • 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
<p>Level 2 (9-16 marks)</p>	<ul style="list-style-type: none"> • Lacks consistent question focus • Some application of knowledge and understanding of how audiences are in control/controlled • 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
<p>Level 1 (1-8 marks)</p>	<ul style="list-style-type: none"> • Weak on question focus • Limited application of knowledge and understanding of how audiences are in control/controlled • 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
<p>Level 0 (0 marks)</p>	<ul style="list-style-type: none"> • No relevant/appropriate/suitable response