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AS

# Media Studies

MEST1 Investigating Media  
Mark scheme

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2570  
June 2016

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Version 1.0: Final Mark Scheme

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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](http://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
	BenefitOfDoubt
	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 marks)

(48

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 marks)

(32

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.

## **Level of response marking instructions**

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

### **Step 1 Determine a level**

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

### **Step 2 Determine a mark**

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

**Question 1      Media Representations  
marks]****[12****How is the representation of the ‘Metro Salvage’ workers as a family unit constructed?**

This question tests knowledge and understanding of media representation; in this case how the representation of the ‘Metro Salvage’ workers as a family unit is constructed.

**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 or included in error.

- Gender stereotypes – traditional representation of male and female: husband as breadwinner for wife with expensive tastes
- Lyndsey and Terry as mum and dad/workers as ‘naughty children’/women in the café as aunts
- Terry as patriarch – voice over, close ups, tone of voice, use of ultimatums
- Contained setting – masculine work place and female domestic setting of the café
- Family as community and strength – the metro salvage workers against the world
- Link to other genres of soaps and sit coms which focus on the family

<b>Level</b>	<b>Marks</b>	
<b>4</b>	<b>10 - 12</b>	Mostly focused on the question of how the representation of the workers as a family is constructed. 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
<b>3</b>	<b>7 - 9</b>	Attempt to focus on the question of how the representation of the workers as a family is constructed. 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
<b>2</b>	<b>4 - 6</b>	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
<b>1</b>	<b>1 - 3</b>	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
<b>0</b>	<b>0</b>	No relevant content

**Question 2      Media Forms  
marks]****[12****How does the sequence encourage the viewer to continue watching?**

This question tests knowledge and understanding of media forms, in this case how the sequence encourages the viewer to continue watching.

**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 or included in error.

- Introduces key characters quickly through personality traits – typical of the docusoap
- Sets up genre style – observational and reality shots (of the machinery, Terry losing his temper, interviews)
- Use of narrative enigmas and conflict
- Establishes tone and atmosphere – self-aware (If you don't laugh you'll cry), comic (contrasts in sound and image), supportive and uplifting (no one else would have me)
- Use of series title and branding
- Visually stylised – overhead, zooming camera promises spectacle and excitement
- Voiceover helps to orientate the new viewer
- Other editing techniques eg: reaction shots, cutaways, montage etc

Level	Marks	
4	10 - 12	Mostly focused on the question of how the extract encourages the viewer to continue watching. 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 extract encourages the viewer to continue watching. 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 Institutions****[12 marks]**

**How does the sequence reflect the BBC’s stated aims as a public service broadcaster to “inform, educate and entertain”?**

This question tests knowledge and understanding of media institution, in this case institutional values.

**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 or included in error.

- Public service broadcaster – representing the nation
- Regional identity – setting, emphasis on accents, characteristics of determination and toughness
- Community – people working together, idea of a second chance
- Representing marginalised groups: Importance of working class culture – scrap yard, focus on cash, clothes, make up, tea etc
- Addressing a variety of audiences
- Entertainment values – popular genres, humour

<b>Level</b>	<b>Marks</b>	
<b>4</b>	<b>10 - 12</b>	Mostly focused on the question of how the aims of the BBC are evident in the sequence. 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
<b>3</b>	<b>7 - 9</b>	Attempt to focus on the question of how the aims of the BBC are evident in the sequence. 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
<b>2</b>	<b>4 - 6</b>	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
<b>1</b>	<b>1 - 3</b>	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
<b>0</b>	<b>0</b>	No relevant content



**Question 4      Media Audiences  
marks]****[12****How does the sequence attempt to appeal to a prime-time, mainstream audience?**

This question tests knowledge and understanding of media audiences, in this case issues of targeting a primetime 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 or included in error.

- Familiar genre and narrative forms
- Suitable for family viewing – age range of characters/as family
- Range of viewing positions – 'class tourism' to recognition
- Recognisable character types for alignment and identification
- Everyday situations – workplace – accessible to mass audience
- Use of soundtrack – familiar, catchy
- Humour– contrast between voiceover/soundtrack and images, repartee
- Gender
- Similarity to other successful content

Level	Marks	
4	10 - 12	Mostly focused on the question of how the sequence attempts to appeal to a primetime, mainstream audience. 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 sequence attempts to appeal to a primetime, mainstream audience. 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 always attempt to shape the values and attitudes of their audiences through their products.” Consider this statement in relation to the products in your cross-media study.**

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

**Level 4 (25- 32 marks)**

- Mostly focused on the question
- Thorough application of knowledge and understanding of how institutions attempt to shape the values of their audiences through their 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)**

- Attempt to focus on the question
- Sound application of knowledge and understanding of how institutions attempt to shape the values of their audiences through their 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)**

- Lacks consistent question focus
- Some application of knowledge and understanding of how institutions attempt to shape the values of their audiences through their 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)**

- Weak on question focus
- Limited application of knowledge and understanding of how institutions attempt to shape the values of their audiences through their 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)**

- No relevant/appropriate/suitable response

Or

## Question 6

[32 marks]

**Show how and why producers have responded to the audience's use of new technology in consuming media products.**

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

**Level 4 (25-32 marks)**

- Mostly focused on the question
- Thorough application of knowledge and understanding of how and why producers have responded to the audience's use of new technology.
- 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)**

- Attempt to focus on the question
- Sound application of knowledge and understanding of how and why producers have responded to the audience's use of new technology
- 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)**

- Lacks consistent question focus
- Some application of knowledge and understanding of how and perhaps why producers have responded to the audience's use of new technology
- 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)**

- Weak on question focus
- Limited application of knowledge and understanding of how and perhaps why producers have responded to the audience's use of new technology.
- 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)**

- No relevant/appropriate/suitable response