

General Certificate of Secondary Education

Media Studies 3571

3571/F

Mark Scheme

2005 examination – June series

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.

Foundation Tier (3571/F)

Candidates are expected to have prepared these responses. The preparation period should be reflected in their responses.

Examiners are expected to mark fairly, consistently and positively.

Reward any of the following:

- any 'in role' response;
- any reference to the brief;
- any evidence of research;
- if there is a range of examples;
- any originality of thought;
- relevant responses which are clearly expressed and fit for purpose (quality of written communication).

Examiners are expected to use the full range of marking criteria.

Task 1

Total: 25 marks

Tell us what makes a successful television advertising campaign. You need to refer to two campaigns, one example made before 2000 and one that is more recent. Explain what advertising techniques were used to sell the product to the target audience in each of your examples.

(It is likely in this tier that candidates will focus on individual advertisements rather than campaigns. Candidates should still be rewarded, especially if a wider campaign is implicit in their response.)

Level 6 21 – 25 marks

Candidates **explore two appropriate campaigns** and offer **detailed** analysis of the strategy in each example. They **clearly demonstrate** in each case how the campaign addressed **the target audience** and **offer some assessment of its success**. At this level responses are **clear and coherent**.

Level 5 16 – 20 marks

Candidates **explore two campaigns** and offer **analysis** of the strategy in each example. They **demonstrate** in each case how the campaign addressed **the target audience** and **may offer some assessment of its success**. At this level responses display an **appropriate level of understanding**.

Level 4 11 – 15 marks

Candidates **should explore two campaigns** and **may offer** some **analysis** of the strategy in each example. **Any reference** to the target audience or assessment of the campaign's success should be rewarded.

Level 3 6 – 10 marks

Candidates **discuss at least one campaign** and may offer some **comment** of the advertising techniques in each example. Any reference to the target audience or assessment of the campaign's success should be rewarded.

Level 2 1 – 5 marks

Candidates **describe at least one advertisement or campaign**. **Any comment** on the advertising techniques or any reference to the target audience or assessment of the campaign's success should be rewarded.

Level 1 0 marks

Candidates fail to respond in any meaningful way.

Task 2

Total: 25 marks

The fax from *Kittoys* clearly explains the client's product. Outline your ideas for the television advertising campaign. At this stage we need ideas in the form of bullet points or sketches, so don't waste time on detailed drawings or storyboards just yet.

Give us your suggestions for:

- unique selling points;
- jingles;
- slogans and catchphrases;
- narrative;
- and any other ideas you may have.

Tell us when you would broadcast the campaign to reach the target audience.

Level 6 21 – 25 marks

Responses show a **clear** grasp of the demands of the brief and offer ideas which show **flair and imagination**. There is a **firm sense** of the campaign **pitched appropriately** to the target audience. Suggestions for a broadcasting schedule **clearly demonstrate** an understanding of the likely viewing habits of the target audience. Responses are **clear and coherent**.

Level 5 16 – 20 marks

Responses show a grasp of the demands of the brief and offer ideas which show **creativity**. There is a **clear sense** of the target audience. Suggestions for a broadcasting schedule **demonstrate** an understanding of the likely viewing habits of that target audience. Responses are at an **appropriate level of understanding**.

Level 4 11 – 15 marks

Responses should **explore** some of the demands of the brief and **offer some** ideas for the campaign. There is **some sense** of the target audience. Suggestions for a broadcasting schedule **are offered**.

Level 3 6 – 10 marks

Responses should **demonstrate** some of the demands of the brief. **Any ideas** for the campaign, **any sense** of the target audience or suggestions for a broadcasting schedule should **be rewarded**.

Level 2 1 – 5 marks

Responses are likely to be **descriptive**. **Any ideas** for the campaign, **any reference** to the brief, **any sense** of the target audience or **suggestions** for a broadcasting schedule should **be rewarded**.

Level 1 0 marks

Candidates fail to respond in any meaningful way.

Task 3

Total: 25 marks

Create a storyboard, following the usual conventions, for a 30-second television advertisement that will form part of your campaign. Don't forget that the advertisement must appeal to the target audience.

(Remember, storyboarding is a key media skill and the task asks for design not perfect artwork. Reward candidates who have understood the concept and the conventions but who may not necessarily have the artistic skills.)

Level 6 21 – 25 marks

Candidates offer a storyboard **appropriate** both to the product and to the target audience. There is **evidence of creativity and imagination** so that the storyboard created will have a **clear impact**. The **conventions** of storyboarding are **largely adhered to**, producing a storyboard which is both **coherent and appealing**.

Level 5 16 – 20 marks

Candidates offer a storyboard **appropriate** to the product and to the target audience. There is **evidence of creativity** with some **impact**. The **conventions** of storyboarding are **evident**.

Level 4 11 – 15 marks

Candidates offer a **relevant** storyboard. There is some **evidence of creativity**. Some **conventions** of storyboarding are **evident**.

Level 3 6 – 10 marks

Candidates offer an **identifiable** storyboard with some of the **conventions evident**. **Product and/or audience** may be addressed although there is likely to be some unevenness.

Level 2 1 – 5 marks

Candidates **attempt an identifiable** storyboard with at least **some of the conventions evident**. **Some attempt** to respond to the task should be evident.

Level 1 0 marks

Candidates fail to respond in any meaningful way.

Task 4

Total: 25 marks

We need to take your ideas to *Kittoys*. Write a covering note to send with your ideas explaining:

- **the main strengths of your campaign;**
- **why you think it will persuade people to buy their product.**

Remember we want to persuade *Kittoys* to go with the Wrightwell bid.

Level 6 21 – 25 marks

Candidates **clearly identify the main strengths** of their campaign and offer a **convincing account** of the persuasive techniques employed to sell the product to the target audience. A rationale detailing **the potential impact** of the campaign on the target audience may be offered, possibly through exploration of how the campaign responds to the brief. Responses are **persuasive, convincing and focussed**.

Level 5 16 – 20 marks

Candidates **identify the main strengths** of their campaign and offer an **account** of the persuasive techniques employed to sell the product to the target audience. There may be discussion of the campaign's impact. Responses are **clear and competent**.

Level 4 11 – 15 marks

Candidates offer **some attempt** to **identify the main strengths** of their campaign. There may be an **account** of some of the persuasive techniques employed to sell the product to the target audience. **Any reference to responding to the brief** should be rewarded.

Level 3 6 – 10 marks

Candidates **attempt to identify the main strengths** of their campaign but there may be some repetition. **Any reference to responding to the brief, target audiences or persuasive techniques** should be rewarded.

Level 2 1 – 5 marks

Candidates **attempt** to respond to the task. **Any reference to responding to the brief, target audiences or persuasive techniques** should be rewarded.

Level 1 0 marks

Candidates fail to respond in any meaningful way.