

General Certificate of Secondary Education

Media Studies 3571

3571/H

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.

Higher Tier (3571/H)

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

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

There have been some memorable television campaigns in the past. Explain how two such campaigns, one made before 2000 and one more recent, have been constructed in order to appeal to their target audience.

(Some candidates will focus on a detailed analysis of individual advertisements rather than a campaign. These candidates should still be rewarded, especially where a sense of a wider campaign is implicit in their response.)

Level 6 21 – 25 marks

In a **sophisticated** and **well-argued** response, candidates consider two campaigns to demonstrate a **detailed** understanding of the forms and conventions of Television Advertising. They offer **clear** explanations of how the campaigns are designed to appeal to their target audience.

Level 5 16 – 20 marks

In a **sound** and **well considered** response, candidates consider two campaigns to demonstrate understanding of the forms and conventions of Television Advertising. They explain how campaigns are designed to appeal to their target audience.

Level 4 11 – 15 marks

In a **reasoned** response, candidates use two campaigns to demonstrate **an understanding** of the forms and conventions of Television Advertising **with some explanation** of how campaigns are designed to appeal to their target audience.

Level 3 6 – 10 marks

Candidates use two campaigns to demonstrate **some** understanding of the forms and conventions of Television Advertising with **some reference** to how campaigns are designed to appeal to their target audience.

Level 2 1 – 5 marks

Candidates identify two **campaigns**. Their response demonstrates some understanding of the forms and conventions of Television Advertising and there may be some attempt to **explain** how campaigns are designed to appeal to their target audience.

Level 1 0 marks

Candidates fail to offer any meaningful response.

Task 2

Total: 25 marks

You need to pick out some of the features of this range of products and decide how to shape the campaign.

Give us your suggestions for:

- **the product features you think we should emphasise;**
- **the main points of your television advertising strategy;**
- **the channels, programmes and time slots where and when the advertisements will be broadcast.**

Level 6 21 – 25 marks

Candidates offer **clear** identification of appropriate product features to highlight the campaign with **imaginative explanations** of how these features could be used. Candidates provide **succinct and creative** suggestions for a strategy for a Television Advertising campaign with an **appropriate selection** of broadcast slots to access the target audience. A **confident and coherent** response showing a **clear grasp** of the construction of a Television Advertising campaign.

Level 5 16 – 20 marks

Candidates identify appropriate product features to highlight the campaign with **sound explanations** of how these features could be used. Candidates provide **concise** suggestions for a strategy for a Television Advertising campaign with a **considered selection** of broadcast slots to access the target audience. A **clear and logical** response showing a **sound grasp** of the construction of a Television Advertising campaign.

Level 4 11 – 15 marks

Candidates identify product features to highlight the campaign with **reasonable explanations** of how these features could be used. Candidates provide suggestions for a strategy for a Television Advertising campaign with broadcast slots and some consideration of access to the target audience. A **satisfactory** response showing a **grasp** of the construction of a Television Advertising campaign.

Level 3 6 – 10 marks

Candidates identify some product features to highlight the campaign with **possible explanations** of how these features could be used. Candidates may provide suggestions for a strategy for a Television Advertising campaign with some suggestions for broadcast slots. A response showing **some grasp** of the construction of a Television Advertising campaign.

Level 2 1 – 5 marks

Candidates **may identify** some product features to highlight the campaign **or offer** explanations of how these features could be used. **Any suggestions** for a strategy for a Television Advertising campaign or suggestions for broadcast slots **should be rewarded**.

Level 1 0 marks

Candidates fail to offer any meaningful response.

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 the advertisement needs to appeal to the target audience. Remember the company is keen to avoid traditional stereotypes.

(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 show **flair and imagination** in producing a storyboard appealing to the target audience. There is evidence of a **clear grasp of the conventions** of storyboard design including all the features signalled on the frame sheet. The storyboard provides a **coherent and persuasive** narrative, while showing an awareness of the need to avoid negative stereotyping.

Level 5 16 – 20 marks

Candidates produce a **creative** storyboard appealing to the target audience. There is **sound** evidence of the conventions of storyboard design including many of the features signalled on the frame sheet. The storyboard provides a **persuasive** narrative, while showing an awareness of the need to avoid negative stereotyping.

Level 4 11 – 15 marks

Candidates produce a storyboard appealing to the target audience. There is **satisfactory** evidence of the conventions of storyboard design including some of the features signalled on the frame sheet. The storyboard provides a **convincing** narrative, while showing an awareness of the need to avoid negative stereotyping.

Level 3 6 – 10 marks

Candidates produce a storyboard with **some** appeal to the target audience. There is **reasonable** evidence of the conventions of storyboard design including at least some of the features signalled on the frame sheet. The storyboard provides a **recognisable** narrative and may show an awareness of the need to avoid negative stereotyping.

Level 2 1 – 5 marks

Candidates produce a **recognisable** storyboard which may show some appeal to the target audience. There is **some** evidence of the conventions of storyboard design using some of the features signalled on the frame sheet. Any **recognisable** narrative or awareness of the need to avoid negative stereotyping should be rewarded.

Level 1 0 marks

Candidates fail to offer any meaningful response.

Task 4

Total: 25 marks

When we take your ideas to *Kittoys* we will need a covering note explaining:

- how the content and treatment of your storyboard fits into your campaign strategy;
- why your campaign will sell the products to the target audience.

Give us some convincing reasons for your choices. Remember we want to persuade *Kittoys* to go with the Wrightwell bid.

Level 6 21 – 25 marks

Candidates provide a **coherent and convincing** explanation of how the storyboard relates to the broader marketing strategy. There is a **well-argued and cogent** rationale explaining the appeal of the campaign to the target audience. The covering note is **convincing and persuasive** with **clear** reference to responses for tasks 2 and 3.

Level 5 16 – 20 marks

Candidates provide a **clear** explanation of how the storyboard relates to the broader marketing strategy. There is a **sound** rationale explaining the appeal of the campaign to the target audience. The covering note is **detailed and fairly persuasive** with reference to responses for tasks 2 and 3.

Level 4 11 – 15 marks

Candidates provide a **satisfactory** explanation of how the storyboard relates to the broader marketing strategy. There is a rationale explaining the appeal of the campaign to the target audience. The covering note is **fairly detailed** with **some** reference to responses for tasks 2 and 3.

Level 3 6 – 10 marks

Candidates provide an explanation of how the storyboard relates to the broader marketing strategy. There may be some rationale explaining the appeal of the campaign to the target audience. The covering note is **fairly clear**.

Level 2 1 – 5 marks

Candidates may provide an explanation of how the storyboard relates to the broader marketing strategy or offer some rationale explaining the appeal of the campaign to the target audience. Any reference to persuading *Kittoys* to go with the Wrightwell bid should be rewarded.

Level 1 0 marks

Candidates fail to offer any meaningful response.