



General Certificate of Secondary Education

Media Studies 3571

3571/F Foundation Tier

Mark Scheme

2006 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.

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Candidates are expected to have prepared these responses. The preparation period should be reflected in their responses, even 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 ‘change’, whether to do with technology, sociological changes etc.;
- any evidence of research;
- if there is a range of examples;
- any originality of thought.

Quality of Written Communication

Examiners should reward responses which are well organised, clearly expressed and use appropriate terminology.

Task 1**Total: 25 marks**

It would help us to plan our new comic if we had some idea of how children’s comics have both changed and remained the same since they were first published. Give us a brief outline of some of these changes. You might like to consider such features as characters and storylines for example.

Level 6 21 – 25 marks

Candidates offer **detailed and focused** exploration of the style, content and appeal of comics and how they have both changed and remained the same over time. They **clearly demonstrate** in each case what is and was found in children’s comics. Any references to the brief or Hat Comics should be rewarded. At this level responses will be **clear and coherent**.

Level 5 16 – 20 marks

Candidates **explore** the way style and content have both changed and remained the same over time. At this level responses display an **informed understanding**.

Level 4 11 – 15 marks

Candidates **offer** some exploration of changes and perhaps similarities in children’s comics over time. There may be imbalance at this level.

Level 3 6 – 10 marks

Candidates **discuss** some ideas on the development of comics over time. There may not be any developed sense of changing attitudes explored.

Level 2 1 – 5 marks

Candidates **describe** only recent publications with little sense of development.

Level 1 0 marks

Candidates fail to respond in any meaningful way.

Task 2

Total: 25 marks

Choose at least two comics that may be in competition with our title and explain how they appeal to their target audience.

Level 6 21 – 25 marks

Responses show a **clear and comprehensive** grasp of the competing titles. Candidates **clearly explore** the content and appeal of the comics currently available and how they reach their target audience. A **clear and coherent** response.

Level 5 16 – 20 marks

Responses show a **good grasp** of the competing titles, with a **clear sense** of how the content appeals to the target audience. Responses are generally convincing.

Level 4 11 – 15 marks

Responses show a **reasonable grasp** of the competing titles and are able to **offer some** ideas about content and appeal. Responses at this level are less likely to be convincing.

Level 3 6 – 10 marks

Responses **discuss** some aspects of the competing titles. **Any ideas** regarding content, **any sense** of the target audience or suggestions about appeal should **be rewarded**.

Level 2 1 – 5 marks

Responses are likely to be **descriptive**. References are likely to be **personal** rather than about the target audience, but **any sense** of the target audience or appeal should **be rewarded**.

Level 1 0 marks

Candidates fail to respond in any meaningful way.

Task 3**Total: 25 marks****Give us some suggestions for:**

- **the title of the new comic**
- **ideas for a character**
- **possible storylines.**

Tell us how these features will fulfil the brief. Provide a few sketches if you think these will make it clearer.

(Note to examiners: any sketches that support or inform the response must be rewarded appropriately.)

Level 6 21 – 25 marks

Candidates offer imaginative suggestions for a title and ideas for the character and potential storylines that are **appropriate** to the brief, the ethos of Hat Comics and the target audience. There is **evidence of creativity and imagination** that will have **clear impact and structure**. Candidates demonstrate clearly that they understand the role of comic characters and how storylines unfold.

Level 5 16 – 20 marks

Candidates offer a suitable title, ideas for the character and potential storylines that are **appropriate** to the brief. There is **evidence of creativity** with some **impact and structure**. Candidates show understanding of the role of comic characters and the comic storylines.

Level 4 11 – 15 marks

Candidates offer **recognisable** ideas for a title, character and storylines but they may not be necessarily entirely appropriate. There is some **evidence of creativity**. Some understanding of the role of comic characters and/or storylines is likely to be evident.

Level 3 6 – 10 marks

Candidates offer an **identifiable** comic character, title and/or storyline but they are not likely to be fully developed. There is probable imbalance within the response. Any understanding about the role of the comic character or storyline should **be rewarded**.

Level 2 1 – 5 marks

Candidates **attempt an identifiable** comic title, character or storyline. **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

Come up with a design for the launch issue of the comic featuring your character in a storyline you have suggested.

You should produce:

EITHER: the front cover for a print version

OR: the home page for an on-line edition.

Remember to apply the usual conventions. Use the A3 design sheets.

(Note to examiners: production skills are a key assessment objective 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 drawing skills.)

Level 6 21 – 25 marks

Candidates offer a design for an **appropriate** front cover or home page, which fulfils the criteria of the brief and Hat Comics' instructions. There is **evidence of creativity and imagination** so that the design created has a **clear impact**. The **conventions** of comics and front covers or home pages are **largely adhered to**, producing a front cover or home page which is both **clear and appealing**.

Level 5 16 – 20 marks

Candidates offer a design for an **appropriate** front cover or home page. There is some **evidence of creativity** with some **impact**. The **conventions** of comic book front covers or home pages are **evident**.

Level 4 11 – 15 marks

Candidates offer a **relevant** front cover or home page with **some evidence of creativity**. Some of the **conventions** of comic book covers are **evident**; however there may be imbalance in the response.

Level 3 6 – 10 marks

Candidates offer an **identifiable** front cover or home page with some of the **conventions evident**.

Level 2 1 – 5 marks

Candidates **attempt an identifiable** front cover or home page, with at least **some of the conventions evident**.

Level 1 0 marks

Candidates fail to respond in any meaningful way.