AQA

General Certificate of Secondary Education June 2010

Media Studies   48101

Unit 1: Investigating the Media

Reality Television

Final

Mark Scheme

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.

Further copies of this Mark Scheme are available to download from the AQA Website: www.aqa.org.uk

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GUIDANCE TO EXAMINERS

Aims

When you are marking your scripts your aim should be:

1. to identify and reward the achievement of all candidates
2. to ensure compatibility of assessment for all candidates, regardless of task or examiner.

Approach

Examiners should reward any of the following:

- in role response
- reference to the brief
- evidence of research and independent learning
- understanding of technological or sociological influences on the genre
- a range of examples
- originality of thought

The preparation period should be reflected in the candidates' responses.

The Principles of 'Best Fit'

The paper requires candidates to complete four separate tasks. Each has their own marking grid to reflect the weighting of the Assessment Objectives:

- Task 1 (A) – AO1 and AO3
- Task 1 (B) – AO1, AO3, AO4
- Task 2 (A) – AO1 and AO3
- Task 2 (B) – AO1 and AO4

Individual mark ranges are given for each AO. Ultimately the response should be placed at a level that **best fits** the qualities of the response for each Assessment Objective.

The Assessment Objective weightings for each task are given in the grid on page 4.

Assessment Objectives

TASK	Knowledge and Understanding AO1 20%	Research, Planning and Presentation AO3 10%	Construct and Evaluate AO4 10%
1 (A) 0 1	10	5	
1 (B) 0 2	5	5	5
2 (A) 0 3	10	5	
2 (B) 0 4 or 0 5	5		10
Total	30	15	15

Quality of Written Communication

Examiners are reminded of the Quality of Written Communication expectations highlighted in section 4.2 of the specification. They should reward responses which are well organised, clearly expressed and use appropriate terminology. Meaning should be clear.

Marking Notation

Examiners are reminded that it is essential to notate while marking. It is not enough to tick every page of writing. Candidates 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 made at the end of each answer. They must demonstrate that the mark scheme has been applied and clearly indicate the reasons for the mark allocated. Such comments should explain the level that the candidate's response has been placed in. An example will be presented at the standardisation meeting of a 'Model Marked Script'.

There follows a list of notations you are encouraged to use. These should be written in the left hand margin alongside the relevant point to which they refer:

L	Media Language
R	Representation
A	Audience
Inst	Media Institution
G	Genre
✓	Good point made
✓✓	Very good point made
Eg	Example/Illustration
Eg✓	Good Example/Illustration
Ex	Explanation/Exploration/Expansion/Evaluation
T	Terminology used
F	Focus on brief
Eg?	Needs illustration
Ex?	Needs explanation/exploration/expansion/evaluation
Rept	Repetition

Points to Remember

- Please mark positively at all times
- Use the entire spread of marks
- Reward use of appropriate media terminology
- Reward unusual responses when supported by specific reference to text(s), or consult your senior examiner

GENERIC MARKING GRID

LEVEL	AO1	AO3	AO4
	This tests the ability of candidates to recall, select and communicate their knowledge and understanding.	This tests the ability of candidates to demonstrate research, planning and presentation skills.	This tests the ability of candidates to construct and evaluate their own products.
6	**Excellent** in terms of its range and depth of understanding. Handles a range of content and concepts with skill. Knowledgeable and specialist work.	Demonstrates independence and flair. Material is well organised, accurate and skilfully tailored to meet the needs of the audience. Written expression is accurate and clear including a concise use of a technical vocabulary.	Production is creative and confident in working with the chosen medium. Evaluation is cogent, making critical connections with the key concepts.
5	**Good** in terms of its range and depth of understanding. Knowledgeable, demonstrating engagement with the course material.	Successful and imaginative. Material is clearly organised, accurate and clear, shaped to meet the needs of the audience. Written expression is clearly expressed using mainly appropriate terminology.	Production is successful with some evidence of creativity in working with chosen medium. Evaluation is good and makes connections with key concepts.
4	**Satisfactory** in terms of its range and depth of understanding. Demonstrates an ability to use content from the course.	Appropriate and clear. Generally fit for purpose and mostly meets the needs of the audience. Written expression is generally clear and uses some terminology.	Production is appropriate and has some impact in working with chosen medium. Evaluation is sound and is able to make some links with the key concepts.
3	**Basic** in terms of its range and depth of understanding. Demonstrates some work with the course content.	Research and planning is in evidence. Some attempt is made to meet the needs of the audience. Written expression may not be wholly effective but may use some terminology.	Production is recognisable and works with chosen medium. Evaluation is descriptive but some key concepts are addressed.

2	**Limited** in terms of its range and depth of understanding. Ideas sometimes demonstrate little work with the course material.	Some research and planning is in evidence. Partial attempt to meet the needs of the audience. Written expression may be quite restricted.	Production is partly recognisable demonstrating an attempt to work with the chosen medium. Comments about the production process are offered.
1	No relevant response or completely misunderstands the task.	No relevant response or completely misunderstands the task.	No relevant response or completely misunderstands the task.

Task 1 (A)

| 0 | 1 |

Audience research into Reality Television suggests:

- it is popular because it engages with the lives of 'real' people
- audiences enjoy the idea of celebrity
- it provides the opportunity to participate interactively.

How far do you agree that these are the reasons that Reality Television is so popular? Give examples to support your views.   *(15 marks)*

LEVEL	AO1 This tests the ability of candidates to recall, select and communicate their knowledge and understanding.	AO1 Marks	AO3 This tests the ability of candidates to demonstrate research, planning and presentation skills.	AO3 Marks
6	Likely to debate assertions made here about popularity. Excellent knowledge of formats/content of RTV, referring to all 3 bullet points. Responses are supported by apposite and well chosen examples. Excellent understanding of the reasons behind the popularity of RTV is demonstrated.	9 - 10	Likely to demonstrate independence and flair in working with the brief. Response is well organised, accurate and skilfully tailored to meet the needs of the task. Written expression is accurate and clear including a concise use of a technical vocabulary.	5
5	Likely to clearly support assertions made here about popularity. Good knowledge of the formats and content of RTV, referring to two or more bullet points. Good understanding of the reasons behind the popularity of RTV, which is supported by relevant examples.	7 - 8	Likely to be successful and display some imagination in working with the brief. Response is clearly organised, accurate and clear, shaped to meet the needs of the task. Written expression is clearly expressed using mainly appropriate terminology.	4
4	Likely to respond by leading through practical examples. Satisfactory knowledge of the formats and content of RTV, referring to at least two bullet points. Satisfactory understanding of reasons behind the popularity of RTV which is supported by examples.	5 - 6	Likely to shape a response to the brief. Response is appropriate and clear. Generally fit for purpose and mostly meets the needs of the task. Written expression is clear and uses mainly appropriate terminology.	3

3	Likely to work through practical examples. Basic knowledge of the formats and content of RTV referring to one or more bullet points. Basic understanding of the reasons behind the popularity of RTV is demonstrated which is shown through examples.	3 - 4	Likely to attempt a response to the brief. Response is not totally secure. Some attempt has been made to meet the needs of the task. Written expression is not wholly effective but may use some terminology.	2
2	Likely to be underdeveloped/superficial. Limited knowledge of the formats and content of RTV which may or may not refer to the bullet points. Limited understanding of the reasons behind the popularity of RTV is demonstrated through chosen example(s).	1 - 2	Likely to offer little to reward. A limited response which attempts, perhaps with partial success, to address the needs of the task. Written expression is quite restricted.	1
1	No work worth the award of a mark.	0	No work worth the award of a mark.	0

Task 1 (B)

0	2

Bearing in mind the type of programme we are looking for, let's have your pitch for the pilot series of '**Second Chances**'. You need to think about:

- format
- location/set
- presenter
- characters
- scheduling.

(15 marks)

LEVEL	AO1 This tests the ability of candidates to recall, select and communicate their knowledge and understanding.	AO1 Marks	AO3 This tests the ability of candidates to demonstrate research, planning and presentation skills.	AO3 Marks	AO4 This tests the ability of candidates to construct and evaluate their own products.	AO4 Marks
6	Excellent handling of the genre. Proposals demonstrate a confident understanding of the codes and conventions of Reality Television.	5	Demonstrates independence. Well organised and accurate, skilfully tailored to meet the needs of the audience. Written expression is accurate and clear including a concise use of a technical vocabulary.	5	A totally workable and creative pitch. Completely in line with the brief. Addresses each of the bullet points. Proposal demonstrates high level of creativity.	5
5	Good handling of the genre. Proposals demonstrate a good understanding of the codes and conventions of Reality Television.	4	Successful and appropriate. Clearly organised, accurate, shaped to meet the needs of the audience. Written expression is accurate and clearly expressed using mainly appropriate terminology.	4	A sound, solid pitch. Generally in line with the brief. Addresses all of the points. Proposal demonstrates some creativity.	4

4	Satisfactory handling of the genre. Proposals demonstrate understanding of the codes and conventions of Reality Television.	3	Shapes a response. Appropriate and clear. Generally fit for purpose and mostly meets the needs of the audience. Written expression is clear and uses mainly appropriate terminology.	3	An appropriate pitch. Mostly in line with the brief. Addresses most of the points. Proposal shows clear evidence of product.	3
3	Basic work with the genre. Proposals demonstrate evidence of some understanding of the codes and conventions of Reality Television.	2	Attempts a response. Not totally secure. Some attempt has been made to meet the needs of the audience. Written expression is not wholly effective but may use some terminology.	2	A recognisable pitch. Attempts to work with the brief. Addresses some of the points. Some evidence of product.	2
2	Limited work with the genre. Proposals demonstrate little understanding of the codes and conventions of Reality Television.	1	Limited response. Limited attempt to address the needs of the audience. Written expression is quite restricted.	1	Attempts a pitch. Attempts to provide a pitch which addresses some of the points.	1
1	No work worth the award of a mark.	0	No work worth the award of a mark.	0	No work worth the award of a mark.	0

Task 2 (A)

| 0 | 3 | One of the characteristics of Reality Television is the way in which it is promoted across the media: for example breakfast television, chat shows, the popular press, radio, websites and blogs. What are the advantages of this? Provide some examples to support your views.   *(15 marks)* |

LEVEL	AO1 This tests the ability of candidates to recall, select and communicate their knowledge and understanding.	AO1 Marks	AO3 This tests the ability of candidates to demonstrate research, planning and presentation skills.	AO3 Marks
6	Excellent knowledge and understanding of a range of promotional strategies deployed across the media. Excellent knowledge of how synergies are used to impact on audience ratings and/or advertising revenues. Responses are illustrated with well chosen and detailed examples. Offers excellent understanding of the link between the product and how it is being promoted.	9 - 10	Likely to demonstrate independence and flair in working with the brief. Response is well organised and skilfully tailored to meet the needs of the task. Written expression is accurate and clear including a concise use of a technical vocabulary.	5
5	Good knowledge and understanding of a range of promotional strategies deployed across the media. Good knowledge of how synergies are used to impact on audience ratings and/or advertising revenues. Responses are illustrated with relevant examples. Offers a good understanding of the link between the product and how it is being promoted.	7 - 8	Likely to be successful and imaginative in working with the brief. Response is clearly organised, accurate and clear, shaped to meet the needs of the task. Written expression is clearly expressed using mainly appropriate terminology.	4

4	Satisfactory knowledge and understanding of a range of promotional strategies deployed across the media. Satisfactory knowledge of how synergies are used to impact on audience ratings. Responses are illustrated with less detailed examples. Offers a satisfactory understanding of the link between the product and how it is being promoted.	5 - 6	Likely to shape a response to a brief. Response is appropriate and clear. Generally fit for purpose and mostly meets the needs of the task. Written expression is clear and uses mainly appropriate terminology.	3
3	Basic knowledge and understanding of a range of promotional strategies deployed across the media. Basic knowledge of promotional strategies deployed across the media. Some exemplification is offered. Offers basic understanding of the link between the product and how it is being promoted.	3 - 4	Likely to attempt a response to the brief. Response is not totally secure. Some attempt has been made to meet the needs of the task. Written expression is not wholly effective but may use some terminology.	2
2	Limited knowledge and understanding of a range of promotional strategies deployed across the media. Limited understanding of promotional strategies. Examples offered have limited relevance.	1 - 2	Likely to offer little to reward. A limited response which attempts to address the needs of the task. Written expression is quite restricted.	1
1	No work worth the award of a mark.	0	No work worth the award of a mark.	0

Task 2   (B)

EITHER

0	4

A strategy for promoting the series '**Second Chances**' would be through a website. Create the homepage for this website. You should use the A3 design sheet enclosed.

(15 marks)

OR

0	5

A strategy for promoting the series '**Second Chances**' would be through a 30 second trailer to be aired on prime time television. Create a ten frame storyboard for this trailer. You should use the ten frame storyboard sheet enclosed.   *(15 marks)*

The following indicates key conventions which are characteristic of a website and storyboard:

A website homepage will characteristically make use of the following:

- overall design and layout (the *look*)
- copy (the main body of text)
- headings/subheadings
- navigation aids
- images
- hyperlinks

A storyboard will characteristically make use of the following:

- images/vision
- camera shots/techniques
- narration/voiceover
- music/sound effects
- edits/timings

LEVEL	AO1	AO1 Marks	AO4	AO4 Marks
	This tests the ability of candidates to recall, select and communicate their knowledge and understanding.		This tests the ability of candidates to construct and evaluate their own products.	
6	Responses demonstrate excellent knowledge and understanding of the conventions trailer/home page design. Imaginative and skilful links are made between the pitch and the promotional product.	5	Candidates offer a workable and creative design totally fit for purpose. Evidence of creativity, flair and imagination in that the design created will have an engaging and persuasive impact.	9 - 10
5	Responses demonstrate good knowledge and understanding of the conventions of trailer/home page design. Good links are made between the pitch and the promotional product.	4	Candidates offer a workable design appropriate both to the product and target audience. There is some evidence of creativity and imagination so that the design created will be persuasive.	7 - 8
4	Responses demonstrate satisfactory knowledge and understanding of some conventions of trailer/home page design but may confuse trailer with opening sequence or home page with other links. Satisfactory links are made between the pitch and the promotional product.	3	Candidates offer a design acknowledging the product and the target audience. There are hints of creativity and imagination so that the design attempts to impact upon the target audience.	5 - 6
3	Responses demonstrate basic knowledge of the conventions of storyboarding/web page design. Some links are made between the pitch and the product.	2	Candidates offer a design which relates to the product and the target audience. There is some evidence of design awareness.	3 - 4
2	Responses demonstrate limited knowledge of the conventions of storyboarding/web page design. There is an attempt to link the pitch and the product.	1	Candidates offer a design which bears limited relationship to the product and the target audience. There is limited evidence of design awareness.	1 - 2
1	No work worth the award of a mark.	0	No work worth the award of a mark.	0