

GCSE

MEDIA STUDIES

48101 / Unit 1
Mark scheme

4810
June 2014

Version 1.0 Final

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

GUIDANCE TO EXAMINERS

Investigating the Media (48101)

60 raw marks

4 tasks @ 15 marks each

Three Assessment Objectives are tested throughout the examination paper:

AO1: Knowledge and Understanding

AO3: Research, Planning and Presentation

AO4: Production and Evaluation

The Assessment Objective weightings for each task are provided in the grid on page 14. The mark scheme is divided into 6 levels, each with an individual mark range. To guide examiners, generic descriptors are used to describe the quality of response for each level.

Approach

Examiners should reward the following:

- in role response
- relevance to the brief
- use of examples.

Quality of Written Communication

Examiners are reminded of the Quality of Written Communication expectations highlighted in section 4.2 of the specification.

Students should:

- organise information clearly and coherently, using specialist vocabulary when appropriate
- select and use a form and style of writing appropriate to purpose and to complex subject matter
- ensure responses are legible and that as far as possible spelling, punctuation and grammar are accurate **so that meaning is clear.**

Marking Annotation

Examiners are reminded that it is essential to annotate 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 made at the end of each answer. These 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 student's response has been placed in. A model marked script is available via the online standardisation system.

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:

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 Example Illustration
Ex?	Needs Explanation/Exploration/Expansion/Evaluation
Rept	Repetition

Points to remember

- apply the Mark Scheme
- reward responses where ever possible. The list of suggested content for each task is not exclusive and students are not expected to refer to all of it.
- be prepared to reward unusual responses. If in doubt consult your Team Leader
- use the entire spread of marks.

0	1
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We think that a successful marketing campaign for a video game needs to do the following:

- provide information about the game
- create excitement and interest.

How successful were the two campaigns you researched in doing this? Don't forget to give us examples from both campaigns. **(15 marks)**

Suggested content:

- details of game play
- quality of graphics and soundtrack
- PEGI classifications
- teaser trailers, official trailers, print magazine advertisements/billboard
- viral marketing strategies; use of social networking sites
- red carpet events such as premiers.

LEVEL	AO1	AO1 Marks 10	AO3	AO3 Marks 5
6	Informed assessment of campaign methods offered Detailed knowledge of two campaigns referring to both bullet points Well chosen examples from two campaigns are utilised successfully in the response	9 - 10	This tests the ability of students to demonstrate research, planning and presentation skills Response is well organised and skilfully tailored to respond to the demands of the preliminary material Written expression is accurate and clear with a confident use of media terminology	5
5	Sound assessment of campaign methods offered Sound knowledge of two campaigns referring to both bullet points Examples from two campaigns are utilised effectively in the response	7 - 8	Response is organised and shaped to respond to the demands of the preliminary material Written expression is clear using appropriate media terminology	4
4	Satisfactory assessment of campaign methods offered Demonstrates knowledge of two campaigns referring to both bullet points Examples from two campaigns are utilised satisfactorily in the response	5 - 6	Response is appropriate and mostly responds to the demands of the preliminary material Written expression is generally clear and might use some media terminology	3

3	<p>Basic assessment of campaign methods offered</p> <p>Some knowledge of one or more campaigns referring to at least one bullet point</p> <p>Examples from at least one campaign are used in the response</p>	3 - 4	<p>Response is not totally secure. Attempt has been made to respond to the demands of the preliminary material</p> <p>Written expression is not always clear and has some inaccuracies</p>	2
2	<p>Limited assessment of campaign methods offered</p> <p>Partial knowledge of one campaign referring to one bullet point</p> <p>An attempt has been made to provide an example from a campaign</p>	1 - 2	<p>A partial response showing some attempt to respond to the demands of the preliminary material</p> <p>Written expression is inaccurate and confused</p>	1
1	No work worth the award of a mark	0	No work worth the award of a mark	0

0	2
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An ingredient of our games marketing campaign will be a television advertisement shown across all commercial channels in the early evening. Design the advertisement for your chosen game. You should use the storyboard sheet enclosed.

(15 marks)**Reward use of following key storyboard conventions:**

- images/vision
- shot types
- shot movements
- narration/voiceover/sfx
- lighting
- dialogue
- edits/timing.

LEVEL	AO1	AO1 Marks 5	AO4	AO4 Marks 10
6	Response demonstrates detailed knowledge and understanding of design conventions of television advertisements covering most bullet points At least 8 frames are offered	5	Offers a successful design, totally appropriate both for the product and audience Evidence of creativity and flair. The design will have an engaging and persuasive impact	9 - 10
5	Response demonstrates good knowledge and understanding of design conventions of television advertisements covering most bullet points At least 8 frames are offered	4	Offers a workable and imaginative design fit for purpose There is some evidence of creativity and imagination so that the design will be persuasive	7 - 8
4	Response demonstrates satisfactory knowledge and understanding of design conventions of television advertisements covering some bullet points	3	Offers an appropriate design for both the product and audience There is some evidence of creativity and imagination so that the design attempts to impact upon the audience	5 - 6

3	Response demonstrates basic knowledge and understanding of design conventions of television advertisements which attempts to cover some bullet points	2	Offers a recognisable design which relates to the product and the audience There is some evidence of design awareness	3 - 4
2	Design demonstrates limited knowledge and understanding of design conventions of television advertisements with limited coverage of bullet points	1	Offers a partly recognisable design which has made some attempt to relate to the product and the 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

0	3
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Now we need your suggestions for using social networking and e-Media to promote your chosen game. Give us some examples of how we can do this to reach our target audience. **(15 marks)**

Suggestions might include:

- dedicated website and Twitter feeds
- game play footage posted on Youtube
- release of official trailers/teaser trailers posted on Youtube
- Facebook pages
- use of mobile apps.

LEVEL	AO1	5 Marks	AO3	5 Marks	AO4	5 Marks
6	Demonstrates confident knowledge of the conventions of marketing campaigns Detailed examples from both social networking/e-Media are used successfully	5	Response is well organised and skilfully tailored to respond to the demands of the pre-release material Written expression is accurate and clear with a confident use of media terminology	5	Imaginative and convincing suggestions. Wholly appropriate for the chosen game and in line with the brief Confident grasp of reaching target audience	5
5	Demonstrates good knowledge of conventions of marketing campaigns Clear examples from both social networking/e-Media are used effectively	4	Response is organised and shaped to respond to the demands of the pre-release material Written expression is clear using appropriate media terminology	4	Sound and generally workable suggestions. Appropriate for the chosen game and in line with the brief Sound grasp of reaching target audience	4
4	Demonstrates satisfactory grasp of conventions of marketing campaigns Examples from both social networking/e-Media are used	3	Response is appropriate and mostly responds to the demands of the pre-release material Written expression is generally clear and might use some media terminology	3	Suggestions are largely appropriate for the chosen game, with reference to the brief Satisfactory grasp of reaching target audience	3

3	<p>Demonstrates some grasp of the conventions of marketing campaigns</p> <p>Examples from either social networking or e-Media are identified</p>	2	<p>Response is not totally secure. Attempt has been made to respond to the demands of the pre-release material</p> <p>Written expression is not always clear and has some inaccuracies</p>	2	<p>Attempts to offer suggestions for the chosen game</p> <p>Basic grasp of reaching target audience</p>	2
2	<p>Demonstrates limited grasp of the conventions of marketing campaigns</p> <p>Example(s) identified from either social networking or e-Media</p>	1	<p>A partial response showing some attempt to respond to the demands of the pre-release material</p> <p>Written expression is inaccurate and confused</p>	1	<p>Limited suggestions offered for the chosen game</p> <p>Limited grasp of reaching target audience</p>	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

0	4	<p>Explain why your storyboard and suggestions for using social networking sites and e-Media will be successful.</p> <p>Tell us how they meet the needs of the brief and why they will persuade the target audience to buy your chosen game. (15 marks)</p>
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Explanations should reference ideas in Task 2 and Task 3 and might include:

- how the mission statement is addressed - *games for the body and the mind*
- how video games can bring people together is addressed
- why particular selections for social networking sites and e-Media have been made
- how the appeal of the chosen game has been communicated
- why the suggestions will appeal to a family audience
- USP.

LEVEL	AO1	AO1 Marks 10	AO3	AO3 Marks 5
6	<p>Well informed and coherent explanation</p> <p>Detailed reference made to ideas in storyboard and social networking/e-Media suggestions</p> <p>Clear grasp of the brief and audience appeal</p>	9 - 10	<p>Response is well organised and skilfully tailored to respond to the demands of the pre-release material</p> <p>Written expression is accurate and clear with a confident use of media terminology</p>	5
5	<p>Sound and clear explanation</p> <p>Good reference made to ideas contained in storyboard and social networking/e-Media suggestions</p> <p>Sound grasp of the brief and audience appeal</p>	7 - 8	<p>Response is organised and shaped to respond to the demands of the pre-release material</p> <p>Written expression is clear using appropriate media terminology</p>	4
4	<p>Satisfactory explanation offered</p> <p>Reference is made to ideas contained in storyboard and social networking/e-Media suggestions</p> <p>Satisfactory grasp of the brief and audience appeal</p>	5 - 6	<p>Response is appropriate and mostly responds to the demands of the pre-release material</p> <p>Written expression is generally clear and might use some media terminology</p>	3

3	<p>Basic explanation offered</p> <p>Some reference made to ideas contained in storyboard and/or social networking/e-Media suggestions</p> <p>Basic grasp of the brief and/or audience appeal</p>	3 - 4	<p>Response is not totally secure. Attempt has been made to respond to the demands of the pre-release material</p> <p>Written expression is not always clear and has some inaccuracies</p>	2
2	<p>Limited explanation offered</p> <p>Little reference made to ideas contained in storyboard or social networking and e-Media suggestions</p> <p>Limited grasp of the brief or audience appeal</p>	1 - 2	<p>A partial response showing some attempt to respond to the demands of the pre-release material</p> <p>Written expression is inaccurate and confused</p>	1
1	No work worth the award of a mark	0	No work worth the award of a mark	0

Assessment Objectives

TASK	Knowledge and Understanding	Research, Planning and Presentation	Construct and Evaluate		
	AO1 20%	AO3 10%	AO4 10%		
<table border="1"><tr><td>0</td><td>1</td></tr></table>	0	1	10	5	
0	1				
<table border="1"><tr><td>0</td><td>2</td></tr></table>	0	2	5		10
0	2				
<table border="1"><tr><td>0</td><td>3</td></tr></table>	0	3	5	5	5
0	3				
<table border="1"><tr><td>0</td><td>4</td></tr></table>	0	4	10	5	
0	4				
Total	30	15	15		