
GCSE

Media Studies

48101 Unit 1 Investigating the Media
Mark scheme

4810
June 2015

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 13. 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

1. We think that the purpose of television news programmes is to provide:

- up-to-date coverage of important events
- engagement with the target audience
- accurate, fair and balanced reporting.

How successful are television news programmes in doing this? Provide at least **two** examples taken from your research. (15 marks)

Suggested content

- types of news stories covered and their newsworthiness
- classification of news into hard and soft news items
- news agenda - sequencing of news stories/structure of programme
- use of visuals to support/illustrate stories
- studio links to outside broadcasts
- speed of communication - regularly updated
- use of authority figures/expert journalists
- bias/impartiality in the news
- how stories are presented from different points of view
- style of presenters
- audience interaction

LEVEL	AO1	AO1 Marks	AO3	AO3 Marks
	This tests the ability of students to recall, select and communicate their knowledge and understanding	10	This tests the ability of students to demonstrate research, planning and presentation skills	5
6	<p>Informed assessment of the success of television news programmes</p> <p>Detailed knowledge of the purpose of television news programmes referring to all three bullet points</p> <p>Two well chosen examples are utilised convincingly in the response</p>	9 - 10	<p>Response is well organised and skilfully tailored to respond to the demands of the preliminary material</p> <p>Written expression is accurate and clear with a confident use of media terminology</p>	5

5	<p>Good assessment of the success of television news programmes</p> <p>Sound knowledge of the purpose of television news programmes referring to all three bullet points</p> <p>Two examples are utilised effectively in the response</p>	7 - 8	<p>Response is organised and shaped to respond to the demands of the preliminary material</p> <p>Written expression is clear using appropriate media terminology</p>	4
4	<p>Satisfactory assessment of the success of television news programmes</p> <p>Satisfactory knowledge of the purpose of television news programmes referring to two or more bullet points</p> <p>Two examples are utilised in the response</p>	5 - 6	<p>Response is appropriate and mostly responds to the demands of the preliminary material</p> <p>Written expression is generally clear and might use some media terminology</p>	3
3	<p>Basic assessment of the success of television news programmes</p> <p>Some knowledge of the purpose of television news programmes referring to one or more bullet points</p> <p>At least one example is referred to 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 the success of television news programmes</p> <p>Partial knowledge of the purpose of television news programmes which may/may not refer to bullet points</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

2. Using the stories from the preliminary material, give us your ideas for our pilot news bulletin. We need:

- **three** news stories you would use to open the bulletin
- your explanation for the order in which you would present them
- a justification telling us how your ideas would engage with the target audience.

Guidance to examiners:

There is no preferred combination of stories to look for. Although certain stories look more likely to be lead stories, candidates should not be penalised if they choose others as their lead story. It is the *justification* and *explanation* that the candidate gives for their choice which is of most importance.

It is in the candidate’s explanation of their choice of knowledge and understanding where they should display theoretical grasp and knowledge, either implicit or explicit, of news values/news agendas.

Through their justification, candidates should be evaluating and showing the extent to which they have grasped the needs of the target audience.

Credit should be given for the extent to which the chosen stories and the suggested running order are tailored to the brief and the target audience.

LEVEL	AO1 This tests the ability of students to recall, select and communicate their knowledge and understanding	5 Marks	AO3 This tests the ability of students to demonstrate research, planning and presentation skills	5 Marks	AO4 This tests the ability of students to construct and evaluate their own products	5 Marks
6	Demonstrates sophisticated knowledge and understanding of codes and conventions of TV news programmes Confident explanation of running order	5	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	Detailed and convincing justification of all three chosen news stories Totally in line with the brief with a confident grasp of target audience	5

5	Demonstrates good knowledge and understanding of codes and conventions of TV news programmes Clear explanation of running order	4	Response is organised and shaped to respond to the demands of the preliminary material Written expression is clear using appropriate media terminology	4	Clear and sound justification of all three chosen news stories Generally in line with the demands of the brief and target audience	4
4	Demonstrates satisfactory knowledge of codes and conventions of television news programmes Satisfactory explanation of running order	3	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	Satisfactory justification of at least two of chosen news stories Response is partly in line with the brief and the needs of the target audience	3
3	Demonstrates basic knowledge and understanding of TV news programmes Basic explanation of running order	2	Response is not totally secure. Attempt has been made to respond to the demands of the preliminary material Written expression is not always clear and has some inaccuracies	2	Basic justification of chosen news stories Response attempts to respond to the brief and the needs of the target audience	2
2	Limited and partial knowledge of the codes and conventions of TV news programmes Limited explanation of running order	1	A partial response showing some attempt to respond to the demands of the preliminary material Written expression is inaccurate and confused	1	Limited justification of chosen news stories May make some reference to the brief and target audience	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

3. Show us your ideas for the opening title sequence for our news programme. You should complete the 10 frames of the storyboard design sheet enclosed.

(15 marks)

Reward use of following key storyboard conventions

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

Guidance for examiners:

Use of the above conventions should obviously be rewarded. However, it is the *creativity* of the use of these conventions that is the most important skill to look for - not merely the number of different conventions that are used. It is through such creativity that candidates will display the knowledge and understanding required for a mark in the higher bands for AO1.

If candidates produce 10 frames, the number of frames alone is not indicative of the level awarded. For example, a 5 frame highly detailed and creative design could achieve a Level 4 placement. Similarly, a 10 frame response that is poorly executed should not automatically warrant a Level 5 placement.

Examiners are advised to always refer back to the standardisation scripts for exemplification.

LEVEL	AO1	AO1 Marks 5	AO4	AO4 Marks 10
6	This tests the ability of the student to recall, select and communicate their knowledge and understanding Response demonstrates detailed knowledge and understanding of design conventions of opening title sequences of television news programmes and covers most bullet points At least 8 frames are offered	5	This tests the ability of students to construct and evaluate their own products Offers a successful design, totally appropriate both for the programme 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 opening title sequences of television news programmes and cover 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 opening title sequences of television news programmes and cover 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 opening title sequences of television news programmes and 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 opening title sequences of television news programmes and has 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

4. Suggest **three** other ways in which we can increase the engagement of our target audience with television news. At least **one** of your suggestions must show us how we can make use of our e-Media platform.

Explain why each of your suggestions will appeal to our target audience.

(15 marks)

Suggestions might include:

- News presenters/reporters make regular use of Twitter/Facebook
- Encourage involvement of audience by posting user generated content on website
- Members of target audience become guest reporters/presenters
- Develop and launch mobile news app
- Create forum on website for audience to discuss news stories
- User generated content: encourage audience to suggest and create news stories to be covered
- Have regular topical discussion slot involving audience

LEVEL	AO1	AO1 Marks 10	AO3	AO3 Marks 5
6	Well informed and coherent explanation with sophisticated understanding of appeal to target audience Three creative and wholly appropriate suggestions are offered which include the use of e-Media.	9 - 10	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 and clear explanation with good understanding of appeal to target audience. Three clear and workable suggestions are offered, including the use of e-Media.	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	<p>Satisfactory explanation offered with some understanding of appeal to target audience</p> <p>At least two appropriate suggestions offered which include the use of e-Media</p>	5 - 6	<p>Response is appropriate and mostly responds to the demands of the preliminary material</p> <p>Written expression is generally clear and might use some media terminology</p>	3
3	<p>Basic explanation offered with some attempt to appeal to target audience</p> <p>Two recognisable suggestions offered which may include the use of e-Media</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 explanation offered</p> <p>Offers a suggestion(s) which may include the use of e-Media</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

Assessment Objectives

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