



GCSE

Media Studies

48101 Unit 1 Investigating the Media
Mark scheme

4810
June 2016

Version 1.0: Final Mark Scheme

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.

Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

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 wherever 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 We think that Science Fiction films appeal to audiences because they use:

- imaginative narratives
- inventive settings and locations
- believable characters.

From your research, select **two** examples of Science Fiction films and explain how successfully they have both used these ingredients.

[15 marks]

Suggested content

- storylines that shock, surprise or create tension
- exploration, adventure, races against time
- unusual and imaginative locations on Earth and in space
- hi tech gadgetry
- courageous characters/heroes and heroines
- characters that might look fantastical in terms of appearance but who seem realistic to the audience

LEVEL	AO1 This tests the ability of students to recall, select and communicate their knowledge and understanding	AO1 Marks 10	AO3 This tests the ability of students to demonstrate research, planning and presentation skills	AO3 Marks 5
6	Informed assessment of the success of Science Fiction films Detailed knowledge of the appeal of Science Fiction films referring to all three bullet points Two well-chosen examples are utilised convincingly in the response	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	Good assessment of the success of Science Fiction films Sound knowledge of the appeal of Science Fiction films referring to all three bullet points Two examples 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	<p>Satisfactory assessment of the success of Science Fiction films</p> <p>Satisfactory knowledge of the appeal of Science Fiction films 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 Science Fiction films</p> <p>Some knowledge of the appeal of Science Fiction films 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 Science Fiction films</p> <p>Partial knowledge of the appeal of Science Fiction films 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

0 2 Now give us your pitch for a Science Fiction film. Develop **one** of the film outlines from the brief. You need to include:

- an outline of the narrative
- details about settings and locations
- a profile of a lead character
- an explanation of how your ideas will appeal to family audiences.

[15 marks]

Guidance to examiners:

There is no preferred or expected format for candidates to pitch their response.

Credit should be given for the extent to which candidates have *developed* the outlines given in the brief. Bullet points might not necessarily be covered with a similar amount of detail but the key consideration should be how confidently candidates have explained how their ideas fit the brief and would appeal to the target audience.

LEVEL	AO1	5 Marks	AO3	5 Marks	AO4	5 Marks
	This tests the ability of students to recall, select and communicate their knowledge and understanding		This tests the ability of students to demonstrate research, planning and presentation skills		This tests the ability of students to construct and evaluate their own products	
6	Demonstrates sophisticated knowledge and understanding of codes and conventions of Science Fiction films	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	A convincing and workable response to the requirements of all the bullet points Convincing explanation of appeal Totally in line with the brief	5
5	Demonstrates good knowledge and understanding of codes and conventions of Science Fiction films	4	Response is organised and shaped to respond to the demands of the preliminary material Written expression is clear using appropriate media terminology	4	A sound and generally workable response to all bullet points Good explanation of appeal Generally in line with the demands of the brief	4

4	Demonstrates satisfactory knowledge and understanding of codes and conventions of Science Fiction films	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	An appropriate response to most of the bullet points Satisfactory explanation of appeal Response is partly in line with the brief	3
3	Demonstrates basic knowledge and understanding of codes and conventions of Science Fiction films	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	A basic and underdeveloped response which attempts to meet some of the requirements of the task Basic explanation of appeal Response attempts to respond to the brief	2
2	Limited and partial knowledge and understanding of the codes and conventions of Science Fiction films	1	A partial response showing some attempt to respond to the demands of the preliminary material Written expression is inaccurate and confused	1	A limited and partial response to the task Limited explanation of appeal May make some reference to the brief	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 3** A strategy for promoting your film would be through a website. Create the homepage for this website, ensuring that it has appeal for the target audience. You should use the A3 design sheet enclosed.

[15 marks]

Reward use of the following website/film promotion conventions

- images/graphics/colour
- direct address
- title/tagline
- classification/institutional information/release date
- actors/directors information
- reviews
- overall design and layout (the *look*)
- copy (the main body of the text)
- navigation aids
- video content
- hyperlinks
- headings/subheadings

LEVEL	AO1 This tests the ability of the student to recall, select and communicate their knowledge and understanding	AO1 Marks 5	AO4 This tests the ability of students to construct and evaluate their own products	AO4 Marks 10
6	Response demonstrates detailed knowledge and understanding of design conventions of webpages and covers most bullet points	5	Offers a successful design, totally appropriate both for the film 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 webpages and covers most bullet points	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 webpages and covers 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 webpages 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 webpages 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

0 4 Give **three** other ways to promote and market your film. Explain how each of your suggestions would appeal to the target audience.

[15 marks]

Suggestions might include:

- posters
- trailers (teaser/theatrical)
- viral content/campaigns
- use of social media (eg Twitter/Facebook)
- premieres/film festivals
- TV interviews/appearances (eg Breakfast TV, chat shows)

LEVEL	AO1 This tests the ability of students to recall, select and communicate their knowledge and understanding	AO1 Marks 10	AO3 This tests the ability of students to demonstrate research, planning and presentation skills	AO3 Marks 5
6	Well informed and coherent explanation with sophisticated understanding of appeal to target audience Balanced response that offers three suggestions	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 Offers three suggestions	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 explanation offered with some understanding of appeal to target audience Offers two or more suggestions	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	Basic explanation offered with some attempt to appeal to target audience Offers two or more suggestions	3 - 4	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
2	Limited explanation offered which may refer to appeal to target audience Offers at least one suggestion	1 - 2	A partial response showing some attempt to respond to the demands of the preliminary material Written expression is inaccurate and confused	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		