GCSE

Mark Schemes for the Components

June 2006

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General Certificate of Secondary Education
GCSE Media Studies - 1918

MARK SCHEMES FOR THE COMPONENTS

Mark Scheme 1918/01
June 2006

General Guidance

The mark scheme does not provide exhaustive examples of responses and for some questions there are several right answers, so please award credit for any valid answer. Credit should always be given for answers that show imagination and insight where appropriate.

Question-specific mark scheme

1   State **one** feature of **each** of the following that makes the extract fit the situation comedy genre:

     (a)   the soundtrack   **[2]**
     (b)   where it is set   **[2]**
     (c)   the number of main characters   **[2]**
     (d)   what happens.   **[2]**

     Two marks for an appropriate generic feature, such as: **[8]**

     (a)   studio audience laughing on soundtrack
              dialogue is foregrounded

     (b)   set in everyday surroundings
              shop is a meeting place

     (c)   small number of main characters

     (d)   jokes (eg Manny calming the dog).

2   Manny is now very calm. Give **one** example of how **each** of the following suggests this:

     (a)   the soundtrack   **[4]**
     (b)   the acting   **[4]**
     (c)   the lighting   **[4]**
     (d)   the editing   **[4]**

                                                            [16]
     Two marks for an example and **two more marks** for any sense of how this shows Manny's calmness, for example:

     (a)   'heavenly' choral music as he walks through the door

     (b)   Manny walks very slowly
              Manny's facial expressions hardly change

     (c)   halo effect around Manny's head

     (d)   use of dissolves/mixes.

3   Describe how the bookshop is made to seem a very different place from the hospital.

       You may consider:

- the sets (or locations)
- the lighting
- the props and costumes
- the characters and casting.

                                                                        [12]

1 – 4 marks
Description of **one** or **two** of these features.

5 – 8 marks
Answers list **some** features of the bookshop and the hospital with some sense, though generally **implicit**, of how they are different.

9 – 12 marks
The answer **explicitly** considers how **some** features create this difference.

For example, 'the bookshop is dimly lit' is implicit comparison, 'the bookshop is dimly lit but the hospital is brightly lit' is explicit analysis.

4   In this question you are asked to write about situation comedies you have studied.

       You may **not** use *Black Books* as your main choice, but you may discuss how the programmes you have studied are similar to, or different from, *Black Books*.

       (a)   State **three** things that situation comedies have in common, using **at least two** programmes as examples.

                                                                        [12]

1 - 2 marks
Answers in this band may be hardly relevant
OR
may state **one** generic feature of **one** text.
(minimal)

3 - 5 marks
Answers in this band will state **three** generic conventions
without exemplification
OR
may state **one** similarity of the chosen texts
OR
may state **two** generic features of only **one** text
(basic)
OR state one generic convention with some exemplification.

6 - 8 marks
Answers in this band will state **three** generic conventions, but with **little** textual detail
OR
may state **more than one** similarity of the chosen texts, but with little sense of the genre as a whole
OR
may state **two** generic conventions with some exemplification.

(limited)

9 - 12 marks
Answers in this band will state **three** generic conventions and give some detail of how they appear in two texts.

Possible generic conventions may include:

- comedy drama
- naturalistic mise-en-scène
- social realism/set in 'everyday life'
- small group of main characters
- emphasis on dialogue/characterisation
- half-hourly series form
- studio audience laughter
- conventional camerawork and editing
- signature title sequences introducing characters
- any other plausible convention.

(b)   Give **three** reasons why audiences might watch situation comedies, using **at least one** programme as an example.

                                                                                                    [12]

1 - 2 marks
Answers in this band may be hardly relevant.
(minimal)

3 - 5 marks
Answers in this band will state **one** pleasure of the text
OR
may state **one or two** generic pleasures **without** exemplification.
(basic)

6 - 8 marks
Answers in this band will state **two or three** pleasures of the chosen text,
OR
may state **three** generic pleasures **without** exemplification or with little textual detail
(limited)
OR
may state two generic pleasures with exemplification.

9 - 12 marks
Answers in this band will state **three or more** generic pleasures using **examples** from the text.
(competent)

Possible generic pleasures include:

- comedy (eg running jokes)
- easy to follow genre
- new variations of the genre create interest
- audience can identify with characters or situation they are in
- escapism
- familiarity (eg cathphrases)
- predictability
- most stories only last one episode – resolution

- representation of social or personal issues
- they are about recognisable everyday life: work, family, friendship
- audience can feel superior to the characters
- breaking taboos
- bringing in stars
- any other plausible pleasure.

Mark Scheme 1918/02
June 2006

General Guidance

The mark scheme does not provide exhaustive examples of responses and for some questions there are several right answers, so please award credit for any valid answer. Credit should always be given for answers that show imagination and insight where appropriate.

Question-specific mark scheme

1   State **one** feature of **each** of the following that makes the extract fit the situation comedy genre:

   (a)   the soundtrack   **[2]**
   (b)   where it is set   **[2]**
   (c)   the number of main characters   **[2]**
   (d)   what happens.   **[2]**

   Two marks each for appropriate generic feature, such as:

   (a)   studio audience laughing on soundtrack
            dialogue is fore grounded

   (b)   set in everyday surroundings
            shop is a meeting place

   (c)   small numbers of main characters

   (d)   jokes (e.g. Manny calming the dog).

2   Manny is now very calm. Give **one** example of how **each** of the following suggests this:

   (a)   the soundtrack   **[4]**
   (b)   the acting   **[4]**
   (c)   the lighting   **[4]**
   (d)   the editing.   **[4]**

   Two marks for an example and **two more marks** for an explicit explanation of how this shows Manny's calmness, for example:

   (a)   'heavenly' choral music as he walks through the door connotes heavenly calmness

   (b)   Manny walks very slowly showing how calm he is
            Manny's facial expressions hardly change, connoting his inner calm

   (c)   halo effect around Manny's head suggests his almost religious calmness

   (d)   use of dissolves suggest calmness.

3   Explain how and why the extract creates a contrast between the bookshop and the world outside the bookshop. You may consider:

- sets (or locations)
- lighting
- props and costumes
- characters and casting.

                                                            [12]

1 - 4 marks	Answers list **some** features of the bookshop and the outside world with some sense, though generally **implicit**, of how they are different
5 - 8 marks	The answer **explicitly** considers how **some** features create a sense of difference
9 - 12 marks	**Clear** argument linking a **range** of elements of media language to a sense of difference, with some consideration of the nature of that difference.

For example:

- 'the bookshop is dimly lit' is implicit comparison, 'the bookshop is dimly lit but the hospital is brightly lit' is explicit media language analysis;

- 'the bookshop is a safe, homely place, while the outside world is threatening and demanding' is explicit consideration of the nature of the difference.

4   In this question you are asked to write about situation comedies you have studied.

You may **not** use *Black Books* as your main choice, but you may discuss how the programmes you have studied are similar to, or different from *Black Books.*

(a) 'Situation comedies have more similarities than differences'.
Discuss with reference to at least two programmes you have studied.

                                                            [12]

1 - 3 marks	Description of two situation comedies OR Some discussion of the quote with little or no exemplification (limited)
4 - 6 marks	Some discussion of the quote with some reference to two examples (competent)
7 - 9 marks	Discussion of the quote with detailed exemplification (proficient)
10 - 12 marks	Coherent discussion with a sense of the genre as a whole (excellent).

(b) Explain **two** audience pleasures of situation comedy and show how **at least two** different programmes offer these pleasures.

                                                            [12]

1 - 3 marks Answers may state one or two generic pleasures **without** exemplification
OR
state one or two pleasures of **one** text only
(limited)

4 - 6 marks Answers in this band will state **two** generic pleasures with some exemplification from **two** texts
(competent)

7 - 9 marks Answers in this band will start to explain the two generic pleasures and give fairly detailed textual examples
(proficient)

10 - 12 marks Answers in this band will explain the two pleasures with detailed exemplification
(excellent).

Possible generic pleasures include:

- comedy entertainment
- predictability: easy decoding of a conventional genre
- interest of a new infliction of a conventional genre
- warm and inclusive mode of address
- identification with characters or situation
- ritual pleasure of consuming the familiar
- pleasure of narrative resolution
- representation of social or personal issues
- accessible themes, for example: work relationships, family, friendship, getting on in life
- audience can feel superior to some characters
- escapism
- breaking taboos
- bringing in stars
- any other plausible pleasure.

**Mark Scheme 1918/03
June 2006**

General Guidance

The mark scheme does not provide exhaustive examples of responses and for some questions there are several right answers, so please award credit for any valid answer. Credit should always be given for answers that show imagination and insight where appropriate.

1   This is a music magazine.

         (a)   State **two** features of the **front cover** that make it fit the music magazine genre.   **[4]**

         (b)   State **two** features of the **inside pages** that make it fit the music magazine genre.   **[4]**

         Two marks each for each appropriate feature.

         For example:

         (a)   musician on the front cover
                     called 'the music magazine'
                     content of sell-lines

         (b)   photographs of musicians
                     colloquial language
                     addresses fans' love of music.

2   Show how **one** example of **each** of the following is used by *MOJO* magazine to attract music fans:

         (a)   the **language** it uses   **[4]**
         (b)   the **layout**   **[4]**
         (c)   the use of **colour**   **[4]**
         (d)   the **fonts** it uses.   **[4]**

         Two marks for an appropriate example, **two more marks** for any sense of attracting an audience, for example:

         (a)   words such as 'hail'
         (b)   uncluttered layout, dominance of photographs on page
         (c)   use of black backgrounds, gold fonts
         (d)   use of formal fonts, gold fonts.

3   Look at the two large photographs on the inside pages (page 3 of insert 1 and page 2 of insert 2).

         Describe the differences between the two photographs.

         You may wish to consider the:

         •   setting
         •   lighting
         •   poses and costumes
         •   camerawork
         •   use of colour.

                                                                       [12]

      1 - 4 marks   **Description** of **one or two** features of one or two photographs

      5 - 8 marks   Answers list **some** features of the two photographs with some sense, though generally **implicit,** of how they are different

      9 - 12 marks   The answers **explicitly** considers how **some** features of the two photographs create difference

                            For example: the photographs look different because the photo of The Hives has been shot at a lower angle than the shot of the guitarist.

4   In this question you are asked to write about music magazines you have studied.

    You may **not** use *MOJO* as your main choice, but you may discuss how the magazines you have studied are similar to, or different from, *MOJO.*

    (a)   State **three** things that music magazines have in common, using **at least two** magazines as examples.

                                                                        [12]

      1 – 2 marks   Answers in this band may be hardly relevant
                          OR
                          may state **one** feature of **one** text
                          (minimal)

      3 - 5 marks   Answers in this band will state **three** generic conventions without **exemplification**
                          OR
                          may state **one** similarity of the chosen texts
                          OR
                          may state **two** generic features of only **one** text
                          (basic)

      6 - 8 marks   Answers in this band will state **three** generic conventions, but with **little** textual detail
                          OR
                          may state **more than one** similarity of the chosen texts, but with little sense of the genre as a whole
                          OR
                          may state **two** generic conventions with some exemplification
                          (limited)

      9 - 12 marks   Answers in this band will state **three** generic conventions and give some detail of how they appear in two texts.

    Generic conventions may include:

- Pictures of musicians
- Content is about music
- Direct address to a community of readers, united by musical taste
- Style of magazine fits genre of music - e.g. informal mode of address/colloquial language for popular music magazines

- Representational elements fit genre of music - may reflect age, class and race/ethnicity
- Any other plausible convention.

(b)   Give **three** reasons why audiences might read music magazines, using **at least one** magazine as an example.

[12]

1 - 2 marks   Answers in this band may be hardly relevant
(minimal)

3 - 5 marks   Answers in this band will state **one** pleasure of the text
OR
may state **one or two** generic pleasures **without** exemplification
(basic)

6 - 8 marks   Answers in this band will state **two or three** pleasures of the chosen text,
OR
may state **three** generic pleasures **without** exemplification or with very little textual detail
(limited)

9 - 12 marks   Answers in this band will state **three** generic pleasures using **examples** from the text
(competent).

Generic pleasures may include:

- Being directly addressed
- Being given to - posters, competitions, free gifts, etc.
- Information
- Familiarity
- Sense of belonging to a community of readers with the same taste in music
- Saying who you are by what you buy
- Having your lifestyle and values supported
- Humour
- Any other plausible pleasure.

Mark Scheme 1918/04
June 2006

General Guidance

The mark scheme does not provide exhaustive examples of responses and for some questions there are several right answers, so please award credit for any valid answer. Credit should always be given for answers that show imagination and insight where appropriate.

This is a music magazine

1   **State two** features of the extract. Briefly explain, for **each** feature, how it is typical of the music magazine genre. **[8]**

    Two marks for each appropriate feature, **two more marks** for an explanation of generic typicality.

2   Explain how one example of how each of the following helps to convey *MOJO* magazine's attitude towards the music it covers:

    (a)   the **language** it uses **[4]**

    (b)   the **layout** **[4]**

    (c)   the use of **colour** **[4]**

    (d)   the **fonts** it uses. **[4]**

    Two marks for an appropriate example, **two more marks** for an explanation of appropriate connotation (e.g. celebration of seriousness or quality).

    For example:

    (a)   words such as 'hail' connote celebration

    (b)   uncluttered layout connotes seriousness

    (c)   use of black backgrounds connotes seriousness

    (d)   use of formal fonts connotes quality.

3   Look at the two large photographs on the inside pages (page 3 of insert 1 and page 2 of insert 2). Explain how some or all of the following have been used to create different effects:

    •   the choice of setting
    •   the choice of poses and costumes
    •   the lighting
    •   the camerawork
    •   the framing and composition
    •   the use of colour. **[12]**

    1 – 4 marks
    Answers list **some** features of the photographs with some sense, though generally **implicit**, of how they are different.

5 – 8 marks
The answer **explicitly** considers how **some** features create a sense of difference.

9 – 12 marks
Clear argument linking a **range** of elements to a sense of difference, with some consideration of the nature of that difference.

For example: the low angle, wide angle shot of The Hives' photo emphasises and distorts the ground and adds to the strange atmosphere of the shot; the long lens shot of the kneeling guitarist emphasises the spectacle of the concert and the figure of the musician.

4   In this question you are asked to write about music magazines you have studied.

You may **not** use *MOJO* as your main choice, but you may discuss how the magazines you have studied are similar to, or different from, *MOJO*.

(a)   'Music magazines have very little in common, apart from a love of music'. Discuss whether this is true with reference to **at least two** examples you have studied.   **[12]**

0 marks
No answer or no relevant points

1 – 3 marks
Description of two music magazines OR
Some discussion of the quote with little or no exemplification (limited)

4 – 6 marks
Some discussion of the quote with some reference to two examples (competent)

7 – 9 marks
Discussion of the quote with detailed exemplification (proficient)

10 – 12 marks
Coherent discussion with a sense of the genre as a whole (excellent).

(b)   Pick **two** audience pleasures of music magazines and show how **at least two** different magazines offer these pleasures.   **[12]**

0 marks
No answer or no relevant points

1 – 3 marks
May state one or two generic pleasures **without** exemplification OR
State **one or two** pleasures of **one text** only (limited) OR
State **one** generic pleasure **with exemplification**.

4 – 6 marks
Answers in this band will state **two** generic pleasures with some exemplification from **two** texts (competent)

7 – 9 marks
Answers in this band will start to explain the two generic pleasures and give fairly detailed textual examples (proficient)

16

10 – 12 marks
Answers in this band will explain the two pleasures with detailed exemplification (excellent).

Generic pleasures may include:

- Direct mode of address to a niche audience
- Sense of being given to – posters, competitions, free gifts, etc.
- Information
- Ritual pleasure of consuming the familiar
- Sense of belonging to a community of readers sharing the same taste in music
- Opportunity for self-definition in choice of magazine
- Affirmative reinforcement of lifestyle and values
- Humour
- Any other plausible generic pleasure.

**Mark Scheme 1918/05
June 2006**

General points for examiners of both tiers:

Having familiarised themselves with the mark scheme, examiners should apply it in the following way:
* Read a complete answer, ticking points that are valid in the question asked, double ticking those points which are of particular note - refer to the specific points in the mark scheme that accompanies each question
* Reward valid points that are not included in the mark scheme
* Consider the generic mark scheme for the appropriate tier of entry
* Fit the answer into the appropriate mark level range, choosing a mark on the basis of best fit.

Examiners should note that the Levels for the tiers overlap but the Levels earn different marks that depend on the tier of entry.

Foundation Tier			
Level 1: Minimal	0-7		
Level 2: Basic	8-15	Higher Tier	
Level 3: Limited	16-23	Level 1: Limited	0-7
Level 4: Competent	24-30	Level 2: Competent	8-15
		Level 3: Proficient	16-23
		Level 4: Excellent	24-30

The bullet points on both Foundation and Higher Tier questions are for the guidance of candidates and are not meant to be essay plans. Candidates may structure their answers around texts or in other valid ways. <u>Reward relevant and valid points as they occur even in poorly structured answers.</u>

Each question addresses a specific Assessment Objective and the relevant Assessment Objectives do not include marks for the quality of candidate's expression or essay planning. The generic mark scheme, however, includes reward for good analysis and the use of media terminology. Able candidates are more likely to structure their answer in ways that reflect good analysis and allow them to compare texts. <u>Examiners may need to reward evidence of implicit understanding and analysis in the work of many candidates</u>.

Examiners must check that the demands of the questions, which reflect the Assessment Objectives, are met. Questions 1 and 2 must cover at least two media. Questions 3 and 4 should cover one or more media but there must be reference to one contemporary and one non-contemporary text. <u>Examiners should use their discretion in determining the difference between 'contemporary' and 'non-contemporary' but</u> <u>it is suggested that there be significant enough difference between the adverts or news articles in order to allow candidates to effectively reflect on the changes in media messages and values over time</u>. Teachers should have chosen texts that facilitate such exploration in candidates' responses. The same texts can be used in both Section A and Section B although the way that the texts are used should differ significantly based upon the demands of the question.

Where candidates have failed to meet the Assessment Objectives they should be assessed accordingly and a comment to that effect added at the end of the candidate's answer. In effect, candidates who cover only one medium in Section A or who do not cover either a non-contemporary or contemporary text in Section B, cannot be awarded a mark beyond the Level 2 (Basic or Competent) mark range.

Generic Mark Scheme
This paper assesses Assessment Objectives 4 and 5

Component 5
Foundation Tier

Level 1: Minimal 0-7
Answers that demonstrate minimal knowledge and understanding of the task; they will probably miss the central point of the question and will make minimal reference to the chosen texts. The ability to analyse examples/texts, in order to demonstrate knowledge and understanding of the key conceptual aspects of media producers and audiences (AO4) and messages and values (AO5) in the chosen topics, will be minimal. The candidate's factual knowledge is mostly inaccurate at this level and answers will have little relevance to the question. Answers are not developed in any detail and are likely to be very brief, missing, incomplete or incoherent.

Level 2: Basic 8-15
Answers that demonstrate basic knowledge and understanding of the task and which demonstrate a basic knowledge of what the question demands. Answers are likely to attempt some basic reference to textual evidence from the chosen texts. The ability to analyse examples/texts, in order to demonstrate knowledge and understanding of the key conceptual aspects of media producers and audiences (AO4) and messages and values (AO5) in the chosen topics, will be limited. The candidate's factual knowledge is basically accurate and some of the answer will be relevant to the question. Answers are not developed in detail and opinions/assertions are likely to unsubstantiated by relevant examples. The candidate's responses are likely to be descriptive but may infer some knowledge and understanding. Examiners should award implicit understanding.

Level 3: Limited 16-23
Answers that demonstrate limited knowledge and understanding of the topics and a limited understanding of what the question demands; answers are substantiated by some relevant references to textual evidence. The ability to analyse examples/texts, in order to demonstrate knowledge and understanding of the key conceptual aspects of media producers and audiences (AO4) and messages and values (AO5) in the chosen topics, will be limited. The candidate's factual knowledge will be fairly accurate at this level and much of the answer will be relevant to the question. More able candidates in this mark range will offer explicit comments and some media terminology. Some ability to compare texts is evident.

Level 4: Competent 24-30
Answers that reflect a competent knowledge and understanding of the topics and a sound response to the demands of the question supported by relevant references to textual evidence. The ability to analyse examples/texts, in order to demonstrate knowledge and understanding of the key conceptual aspects of media producers and audiences (AO4) and messages and values (AO5) in the chosen topics, will be competent. The candidate's factual knowledge will be mostly accurate at this level and most of the answer will be relevant to the question. Answers are developed in some detail and opinions/assertions are substantiated by relevant examples. Candidates in this mark range will use media terminology accurately. They will demonstrate the ability to compare texts and media forms.

Choose **ONE** topic that you have studied.
Section A: Media Producers and Audiences
Answer either Question 1 or Question 2

Either Question 1 News

Describe the ways in which the news is presented by different media. In your answer refer in detail to two or more examples from different media (e.g. television, radio, newspapers, film, the Internet).

In your answer you should:

- identify your examples
- describe your examples
- describe why the stories were chosen by producers
- describe the target audience
- describe the ways the producers tried to appeal to the audience.   **[30]**

Candidates <u>might</u> include the following points:
- news agenda
- gate-keeping
- the running order
- relevant news values
- methods of presentation and appeal, e.g. set, graphics, CGI, modes of address, use of language, headlines, presenters, locations, reporters
- the roles played by different personnel and institutions
- profiles of the target audience
- analysis and comparison of examples from different media

Minimal 0-7
Candidates in this mark range will largely offer irrelevant responses although will make an attempt to consider **some** of the following aspects:
- Describe texts, albeit incoherently
- Identify relevance of their example to the question
- Describe some presentational devices
- Offer a very simplistic understanding of why producers choose stories and what factors influence their placement in the running order
- Offer some definition of audience, albeit extremely cursory
- Identify the role of different news personnel and agencies
- Describe examples although with no sense of comparison.

Basic 8-15
Candidates in this mark range will:
- Describe texts coherently
- Attempt to identify **why** their examples are relevant to the question
- Describe some presentational devices coherently
- Give some reasons why producers choose stories and what factors influence their placement in the running order
- Define some aspects of audience and their interests
- Describe the jobs of some news personnel and the role of news agencies
- Try to offer some basic comparison of examples.

Limited 16-23

Candidates in this mark range will:

- Describe the texts coherently
- Explain why their examples are relevant to the question
- Describe presentational devices coherently with some sense as to how they interest audiences
- Offer some understanding of why producers choose stories, what factors influence their placement in the running order and how they interest audiences
- Offer some definition of audience and how it might differ based upon the text
- Identify the role of different news personnel and agencies with some confidence
- Compare some aspects of examples
- Begin to use some media terms.

Competent 24-30

Candidates in this mark range will:

- Describe the texts coherently
- Support their points with details that are relevant to the question
- Begin to analyse presentational devices coherently with a definite sense as to how they interest audiences
- Offer understanding of why producers choose stories, what factors influence their placement in the running order and how they interest audiences
- Offer some definition of audience and how it might differ based upon the text
- Identify the role of different news personnel and agencies with some confidence
- Compare explicitly some aspects of examples
- Use media terminology with a degree of accuracy.

OR   Question 2 Advertising

Describe the ways products are advertised by different media. In your answer you should refer in detail to two or more examples from different media (e.g. television, radio, film, newspapers, magazines, the Internet).

In your answer you should:

- identify your examples
- describe your examples
- describe the target audience
- describe how the producers tried to appeal to the audience.   **[30]**

Candidates <u>might</u> include the following points:
- the conventions of advertising
- the techniques of persuasion
- information concerning producers and institutions
- methods of presentation and appeal, e.g. graphics, CGI, images, sounds, modes of address, use of language, personalities
- profiles of the target audience
- analysis and comparison of examples from different media

Minimal 0-7
Candidates in this mark range will largely offer irrelevant responses although will make an attempt to consider **some** of the following aspects:
- Describe texts, albeit incoherently
- Identify relevance of their example to the question
- Describe some presentational devices
- Offer a <u>very</u> simplistic understanding of how the construct of an advertisement can influence an audience
- Offer some definition of audience, albeit extremely cursory
- Identify the role of advertising personnel and agencies
- Describe examples although with no sense of comparison.

Basic 8-15
Candidates in this mark range will:
- Describe texts coherently
- Attempt to identify **why** their examples are relevant to the question
- Describe some presentational devices coherently
- Give some reasons explaining how the construct of an advertisement can make a product appealing to an audience
- Define some aspects of audience and their interests
- Describe the jobs of advertising personnel and agencies
- Try to offer some basic comparison between examples.

Limited 16-23
Candidates in this mark range will:
- Describe the texts coherently
- Explain why their examples are relevant to the question
- Describe presentational devices coherently with some sense as to how they interest audiences
- Offer some understanding of how the construct of an advertisement can make a product appealing to an audience

- Offer some definition of audience and how it might differ based upon the text
- Identify the role of different advertising personnel and agencies with some confidence
- Compare some aspects of examples
- Begin to use some media terms.

Competent 24-30
Candidates in this mark range will:
- Describe the texts coherently
- Support their points with details that are relevant to the question
- Begin to analyse presentational devices coherently with a definite sense as to how they make a product appealing to audiences
- Offer understanding of how and why the construct of an advertisement can make a product appealing to an audience
- Offer some definition of audience and how it might differ based upon the text
- Identify the role of different advertising personnel and agencies with some confidence
- Compare explicitly some aspects of examples
- Use media terminology with a degree of accuracy.

Section B: Messages and Values
Answer either Question 3 (News) or Question 4 (Advertising). Answer on the same topic that you chose in Section A.

EITHER Question 3 News

Describe the representations within the news stories which you have studied. Refer in detail to *two or more examples.* You should use at least one past news story and one recent news story in your answer.

In your answer you should:

- identify your examples
- describe the representations of peoples, places, and/or events
- show what is the same and what has changed over time
- describe the messages and values in these representations.   **[30]**

Candidates <u>might</u> include the following points:
- the methods of representation, e.g. visual, verbal and written codes
- how these codes convey messages and values
- different interpretations of messages and values
- ideas of balance and bias
- relevant news values
- preferred readings
- how values have changed over time
- comparison and analysis of examples from different time periods

Minimal 0-7
Candidates in this mark range will largely offer irrelevant responses although will make an attempt to consider **some** of the following aspects:
- Describe texts, albeit incoherently
- Describe some aspects of the codes and conventions of different representations even if extremely implicit
- Offer an extremely basic understanding of messages and values communicated by a text
- Describe examples although with no sense of comparison.

Basic 8-15
Candidates in this mark range will:
- Describe texts coherently
- Describe some aspects of the codes and conventions of different representations within texts
- Appreciate the significance of messages and values communicated by a text
- Try to compare examples.

Limited 16-23
Candidates in this mark range will:
- Describe texts coherently
- Describe the codes and conventions of different representations within texts with some explicit understanding of how they create meaning
- Appreciate the significance of messages and values communicated by a text with a degree of sophistication
- Compare some aspects of examples
- Begin to use some media terms.

Competent 24-30

Candidates in this mark range will:

- Describe texts coherently
- Describe the codes and conventions of different representations within texts with explicit understanding of how they create meaning
- Appreciate and begin to analyse the significance of messages and values communicated by a text with a degree of sophistication
- Compare explicitly a number of aspects from examples
- Use media terminology accurately.

Or   Question 4 Advertising

**Describe the representations in the advertisements which you have studied. Refer in
detail to *two or more examples*. You should use at least one past advertisement and one
recent advertisement in your answer.**

In your answer you should:

- identify your examples
- describe the representations of people and/or products
- show what is the same and what has changed over time
- describe the messages and values in these representations.   **[30]**

Candidates <u>might</u> include the following points:
- the methods of representation, e.g. visual, verbal and written codes
- how these codes convey messages and values
- different interpretations of messages and values
- preferred readings
- how values have changed over time
- preferred reading
- comparison and analysis of examples from different time periods

Minimal 0-7
Candidates in this mark range will largely offer irrelevant responses although will make an
attempt to consider **some** of the following aspects:
- Describe texts, albeit incoherently
- Describe some aspects of the codes and conventions of different representations even if
  extremely implicit
- Offer an extremely basic understanding of messages and values communicated by a text
- Describe examples although with no sense of comparison.

Basic 8-15
Candidates in this mark range will:
- Describe texts coherently
- Describe some aspects of the codes and conventions of different representations within
  texts
- Appreciate the significance of messages and values communicated by a text
- Try to compare examples.

Limited 16-23
Candidates in this mark range will:
- Describe texts coherently
- Describe the codes and conventions of different representations within texts with some
  explicit understanding of how they create meaning
- Appreciate the significance of messages and values communicated by a text with a degree
  of sophistication
- Compare some aspects of examples
- Begin to use some media terms.

Competent 24-30

Candidates in this mark range will:

- Describe texts coherently
- Describe the codes and conventions of different representations within texts with explicit understanding of how they create meaning
- Appreciate and begin to analyse the significance of messages and values communicated by a text with a degree of sophistication
- Compare explicitly a number of aspects from examples
- Use media terminology accurately.

Mark Scheme 1918/06
June 2006

General points for examiners of both tiers:

Having familiarised themselves with the mark scheme, examiners should apply it in the following way:
- Read a complete answer, ticking points that are valid in the question asked, double ticking those points which are of particular note - refer to the specific points in the mark scheme that accompanies each question
- Reward valid points that are not included in the mark scheme
- Consider the generic mark scheme for the appropriate tier of entry
- Fit the answer into the appropriate mark level range, choosing a mark on the basis of best fit.

Examiners should note that the Levels for the tiers overlap but the Levels earn different marks that depend on the tier of entry.

Foundation Tier			
Level 1: Minimal	0-7		
Level 2: Basic	8-15	Higher Tier	
Level 3: Limited	16-23	Level 1: Limited	0-7
Level 4: Competent	24-30	Level 2: Competent:	8-15
		Level 3: Proficient	16-23
		Level 4: Excellent	24-30

The bullet points on both Foundation and Higher Tier questions are for the guidance of candidates and are not meant to be essay plans. Candidates may structure their answers around texts or in other valid ways. Reward relevant and valid points as they occur even in poorly structured answers.

Each question addresses a specific Assessment Objective and the relevant Assessment Objectives do not include marks for the quality of a candidate's expression or essay planning. The generic mark scheme, however, includes reward for good analysis and the use of media terminology. Able candidates are more likely to structure their answer in ways that reflect good analysis and allow them to compare texts. Examiners may need to reward evidence of implicit understanding and analysis in the work of many candidates.

Examiners must check that the demands of the questions, which reflect the Assessment Objectives, are met. Questions 1 and 2 must cover at least two media. Questions 3 and 4 should cover one or more media but there must be reference to one contemporary and one non-contemporary text. Examiners should use their discretion in determining the difference between 'contemporary' and 'non-contemporary' but it is suggested that there be significant enough difference between the adverts or news articles in order to allow candidates to effectively reflect on the changes in media messages and values over time. Teachers should have chosen texts that facilitate such exploration in candidates' responses. The same texts can be used in both Section A and Section B although the way that the texts are used should differ significantly based upon the demands of the question.

Where candidates have failed to meet the Assessment Objectives they should be assessed accordingly and a comment to that effect added at the end of the candidate's answer. In effect, candidates who cover only one medium in Section A or who do not cover either a non-contemporary or contemporary text in Section B, cannot be awarded a mark beyond the Level 2 (Basic or Competent) mark range.

Generic Mark Scheme
This paper assesses Assessment Objectives 4 and 5

Component 6
Higher Tier

Level 1: Limited 0-7
Answers that demonstrate limited knowledge and understanding of the topics and a limited understanding of what the question demands; answers are substantiated by some relevant references to textual evidence. The ability to analyse examples/texts, in order to demonstrate knowledge and understanding of the key conceptual aspects of media producers and audiences (AO4) and messages and values (AO5) in the chosen topics, will be limited. The candidate's factual knowledge will be fairly accurate at this level and much of the answer will be relevant to the question. More able candidates in this mark range will offer explicit comments and some media terminology. Some ability to compare texts is evident.

Level 2: Competent 8-15
Answers that reflect a competent knowledge and understanding of the topics and a sound response to the demands of the question supported by relevant references to textual evidence. The ability to analyse examples/texts, in order to demonstrate knowledge and understanding of the key conceptual aspects of media producers and audiences (AO4) and messages and values (AO5) in the chosen topics, will be competent. The candidate's factual knowledge will be mostly accurate at this level and most of the answer will be relevant to the question. Answers are developed in some detail and opinions/assertions are substantiated by relevant examples. Candidates in this mark range will use media terminology accurately. They will demonstrate the ability to compare texts and media forms.

Level 3: Proficient 16-23
Answers that proficiently develop knowledge and understanding of the topics and which demonstrate a thorough understanding of the demands of the question substantiated by detailed and relevant references to textual evidence. The ability to analyse examples/texts, in order to demonstrate knowledge and understanding of the key conceptual aspects of media producers and audiences (AO4) and messages and values (AO5) in the chosen topics, will be proficient. The candidate's factual knowledge will be accurate at this level and the answer will be relevant to the question. Arguments are developed in detail and opinions/assertions are substantiated by mostly relevant and detailed examples. Candidates in this mark range will use a range of media terminology accurately and will demonstrate the ability to compare texts and media forms.

Level 4: Excellent 24-30
Answers that reflect a thorough and detailed knowledge and understanding of the topics and which demonstrate a comprehensive understanding of the demands of the question supported with detailed and substantial textual evidence. The ability to analyse examples/texts, in order to demonstrate knowledge and understanding of the key conceptual aspects of media producers and audiences (AO4) and messages and values (AO5) in the chosen topics, will be excellent. This is work of confidence and accuracy, standing out from others by the consistency of its argument. Candidates will use a wide range of media terminology accurately and compare media texts and effects with ease.

COMPONENT 6: HIGHER TIER
Cross-Media Topics
Choose **ONE** topic that you have studied.
Section A: Media Producers and Audiences
Answer either Question 1 or Question 2.

Either Question 1 News

Compare how news is presented to audiences by *different* media. In your answer, refer in detail to examples from *at least two* media (e.g. television, radio, newspapers, film, the Internet).

In your answer you should:

- identify your examples
- analyse your examples
- explain <u>how</u> and <u>why</u> the stories were chosen by producers
- compare the target audiences
- explain how the producers hoped to interest those audiences.   **[30]**

Candidates <u>might</u> include the following points:
- news agenda
- gate-keeping
- the running order
- relevant news values
- methods of presentation and appeal, e.g. set, graphics, CGI, modes of address, use of language, headlines, presenters, locations, reporters
- the roles played by different personnel and agencies
- profiles of the target audience
- analysis and comparison of examples from different media

Limited 0-7
Candidates in this mark range will largely offer irrelevant responses although will make an attempt to consider **some** of the following aspects and:
Candidates in this mark range will:
- Describe the texts coherently
- Explain why their examples are relevant to the question
- Describe presentational devices coherently with some sense as to how they interest audiences
- Offer some understanding of why producers choose stories, what factors influence their placement in the running order and how they interest audiences
- Offer some definition of audience and how it might differ based upon the text
- Identify the role of different news personnel and agencies with some confidence
- Compare some aspects of examples
- Begin to use some media terms.

Competent 8-15
Candidates in this mark range will:
- Describe the texts coherently
- Support their points with details that are relevant to the question
- Begin to analyse presentational devices coherently with a definite sense as to how they interest audiences
- Offer understanding of why producers choose stories, what factors influence their placement in the running order and how they interest audiences

- Offer some definition of audience and how it might differ based upon the text
- Compare explicitly some aspects of examples
- Use media terminology with a degree of accuracy.

Proficient 16-23

Candidates in this mark range will:

- Explain the texts coherently
- Develop an argument
- Support their points with details that are relevant to the question
- Analyse presentational devices coherently with a definite understanding as to how they interest audiences
- Give reasons why producers choose stories, what factors influence their placement in the running order and how they interest audiences, implying certain news values as well as consideration of gate-keeping and agenda setting
- Define different audiences explaining how they differ based upon the text
- Describe the role of different news personnel and agencies with confidence
- Compare examples explicitly
- Use a wide range of media terminology confidently and accurately.

Excellent 24-30

Candidates in this mark range will:

- Explain the texts coherently
- Structure a consistent argument
- Support their points with a wide range of details that are relevant to the question
- Analyse presentational devices coherently with a definite understanding as to how they interest audiences
- Give reasons why producers choose stories, what factors influence their placement in the running order and how they interest audiences, explaining the relevance of news values, gate-keeping and agenda setting with confidence
- Compare different audiences explaining how they differ based upon the text
- Describe the role of different news personnel and agencies with confidence
- Compare examples explicitly
- Use a wide range of media terminology confidently and accurately.

OR   **Question 2 Advertising**

Compare how *different* media advertise products to their audiences. In your answer, refer in detail to examples from at least two media (e.g. television, radio, print, film, the Internet).

In your answer you should:

- identify your examples
- analyse your examples
- explain <u>how</u> and <u>why</u> different media were used
- compare the target audiences
- explain how the producers hoped to appeal to those audiences.   **[30]**

Candidates <u>might</u> include the following points:
- the conventions of advertising
- the techniques of persuasion
- information concerning producers and institutions
- methods of presentation and appeal, e.g. graphics, CGI, images, sounds, modes of address, use of language, personalities
- profiles of the target audience
- analysis and comparison of examples from different media.

Limited 0-7
Candidates in this mark range will:
- Describe the texts coherently
- Explain why their examples are relevant to the question
- Describe presentational devices coherently with some sense as to how they interest audiences
- Offer some understanding of how the construct of an advertisement can make a product appealing to an audience
- Offer some definition of audience and how it might differ based upon the text
- Identify the role of different advertising personnel and agencies with confidence
- Compare some aspects of examples
- Begin to use some media terms.

Competent 8-15
Candidates in this mark range will:
- Describe the texts coherently
- Support their points with details that are relevant to the question
- Begin to analyse presentational devices coherently with a definite sense as to how they make a product appealing to audiences
- Offer understanding of how and why the construct of an advertisement can make a product appealing to an audience
- Offer some definition of audience and how it might differ based upon the text
- Identify the role of different advertising personnel and agencies with confidence
- Compare explicitly some aspects of examples
- Use media terminology with a degree of accuracy.

Proficient 16-23
Candidates in this mark range will:
- Explain the texts coherently
- Develop an argument
- Support their points with details that are relevant to the question

- Analyse presentational devices coherently with a definite sense as to how they make a product appealing to audiences
- Offer understanding of how and why the construct of an advertisement can make a product appealing to an audience
- Define the different audiences and how they might differ based upon the text
- Describe the role of different advertising personnel and agencies with confidence
- Compare examples explicitly
- Use a wide range of media terminology confidently and accurately.

Excellent 24-30
Candidates in this mark range will:
- Explain the texts coherently
- Structure a consistent argument
- Support their points with a wide range of details that are relevant to the question
- Analyse presentational devices coherently with a definite sense as to how they make a product appealing to audiences
- Offer understanding of how and why the construct of an advertisement can make a product appealing to an audience
- Compare different audiences and how they might differ based upon the text
- Explain the role of different advertising personnel and agencies with confidence
- Compare examples explicitly
- Use a wide range of media terminology confidently and accurately.

Section B: Messages and Values
Answer either Question 3 (News) or Question 4 (Advertising). Answer on the same topic that you chose in Section A.

EITHER Question 3 News

Compare how representations in the news have changed and/or stayed the same over time. Refer in detail to *two or more examples* which you have studied. You should use at least one past news story and one recent news story in your answer.

In your answer you should:

• identify your examples
• analyse the representations of peoples, places, and/or events
• compare the messages and values in these representations
• explain what is the same and what has changed over time.   **[30]**

Candidates <u>might</u> include the following points:
• the methods of representation, e.g. visual, verbal and written codes
• how these codes convey messages and values
• different interpretations of messages and values
• ideas of balance and bias
• relevant news values
• preferred readings
• how values have changed over time
• preferred reading
• comparison and analysis of examples from different time periods.

Limited 0-7
Candidates in this mark range will:
• Describe texts coherently
• Describe the codes and conventions of different representations within texts with some explicit understanding of how they create meaning
• Appreciate the significance of messages and values communicated by a text with a degree of sophistication
• Compare some aspects of examples
• Begin to use some media terms.

Competent 8-15
Candidates in this mark range will:
• Describe texts coherently
• Describe the codes and conventions of different representations within texts with explicit understanding of how they create meaning
• Appreciate and begin to analyse the significance of messages and values communicated by a text with a degree of sophistication
• Compare explicitly a number of aspects from examples
• Use media terminology accurately.

Proficient 16-23
Candidates in this mark range will:
• Explain texts coherently
• Develop an argument
• explain the codes and conventions of different representations within texts with explicit understanding of how they create meaning

- Analyse the significance of messages and values communicated by a text with a degree of sophistication
- Compare examples explicitly
- Use a wide range of media terminology confidently and accurately.

Excellent 24-30
Candidates in this mark range will:
- Explain texts coherently
- Structure a consistent argument
- Explain the codes and conventions of different representations within texts with explicit understanding of how they create meaning
- Analyse the significance of messages and values communicated by a text with confidence and sophistication
- Compare examples explicitly
- Use a wide range of media terminology confidently and accurately.

Or   Question 4 Advertising

Compare how representations in advertisements have changed and/or stayed the same over time. Refer in detail _to two or more examples_ which you have studied. You should use at least one past advertisement and one recent advertisement in your answer.

In your answer you should:

- identify your examples
- analyse the representations of people and/or products
- compare the messages and values in these representations
- explain what is the same and what has changed over time.   **[30]**

Candidates <u>might</u> include the following points:
- the methods of representation, e.g. visual, verbal and written codes
- how these codes convey messages and values
- different interpretations of messages and values
- preferred readings
- how values have changed over time
- preferred reading
- comparison and analysis of examples from different time periods.

Limited 0-7
Candidates in this mark range will:
- Describe texts coherently
- Describe the codes and conventions of different representations within texts with some explicit understanding of how they create meaning
- Appreciate the significance of messages and values communicated by a text with a degree of sophistication
- Compare some aspects of examples
- Begin to use some media terms.

Competent 8-15
Candidates in this mark range will:
- Describe texts coherently
- Describe the codes and conventions of different representations within texts with explicit understanding of how they create meaning
- Appreciate and begin to analyse the significance of messages and values communicated by a text with a degree of sophistication
- Compare explicitly a number of aspects from examples
- Use media terminology accurately.

Proficient 16-23
Candidates in this mark range will:
- Explain texts coherently
- Develop an argument
- Explain the codes and conventions of different representations within texts with explicit understanding of how they create meaning
- Analyse the significance of messages and values communicated by a text with a degree of sophistication
- Compare examples explicitly
- Use a wide range of media terminology confidently and accurately.

Excellent 24-30

Candidates in this mark range will:

- Explain texts coherently
- Structure a consistent argument
- Explain the codes and conventions of different representations within texts with explicit understanding of how they create meaning
- Analyse the significance of messages and values communicated by a text with confidence and sophistication
- Compare examples explicitly
- Use a wide range of media terminology confidently and accurately.

Component Threshold Marks

Component	Maximum Mark	A	B	C	D	E	F	G	U
1	60	-	-	44	36	28	21	14	0
2	60	43	36	29	18	-	-	-	0
3	60	-	-	47	38	29	21	13	0
4	60	48	39	31	17	-	-	-	0
5	60	-	-	39	29	19	10	1	0
6	60	44	32	21	12	-	-	-	0
7	120	99	84	69	57	45	33	21	0

Syllabus Options

Foundation Tier - FA

	Maximum Mark	C	D	E	F	G	U
Overall Threshold Marks	240	143	116	90	64	38	0
Percentage in Grade	-	19.68	25.05	23.14	15.81	10.24	6.07
Cumulative Percentage in Grade	-	19.68	44.73	67.87	83.69	93.93	100.00

The total entry for the option was 2199.

Foundation Tier - FB

	Maximum Mark	C	D	E	F	G	U
Overall Threshold Marks	240	145	118	91	64	37	0
Percentage in Grade	-	31.59	26.80	20.26	11.33	6.54	3.49
Cumulative Percentage in Grade	-	31.59	58.39	76.85	89.98	96.51	100.00

The total entry for the option was 569.

Higher Tier - HA

	Maximum Mark	A*	A	B	C	D	E	U
Overall Threshold Marks	240	202	176	147	119	87	71	0
Percentage in Grade	-	5.53	18.81	33.24	25.94	12.79	1.89	1.8
Cumulative Percentage in Grade	-	5.53	24.34	57.58	83.51	96.31	98.20	100.00

The total entry for the option was 3597.

Higher Tier - HB

	Maximum Mark	A*	A	B	C	D	E	U
Overall Threshold Marks	240	213	183	152	121	86	68	0
Percentage in Grade	-	4.05	20.95	32.10	27.48	11.70	2.03	1.69
Cumulative Percentage in Grade	-	4.05	25.00	57.10	84.57	96.28	98.31	100.00

The total entry for the option was 914.

Overall

	A*	A	B	C	D	E	F	G	U
Percentage in Grade	3.33	12.27	21.04	24.68	17.25	9.40	5.41	3.46	3.17
Cumulative Percentage in Grade	3.33	15.60	36.64	61.31	78.57	87.96	93.37	96.83	100.00

Statistics are correct at the time of publication

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