



ASSESSMENT and
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ALLIANCE

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GCE

Media Studies

Unit MED2

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Unit 2: Textual Topics in Contemporary Media

This unit is textually-centred and topic based. Candidates are required to demonstrate their knowledge and understanding of the topics via the use of contemporary texts. Information and exemplification should at all times be subordinate to the ‘argument’ (the demands of the question) and should not submerge it.

Questions have been designed to encourage candidates to apply what they know and to discourage the regurgitation of pre-formulated answers.

The specification indicates that ‘a range of texts’ should be studied. Textual references may be narrow or wide-ranging. Candidates should not ‘re-tell the story’ but need to demonstrate their application of the key concepts to text and topic. Their comments should be well-grounded.

Personal evaluation, where relevant, may range from a simple statement of opinion to a supported engagement with theory, research, ideas or information.

The Textual Topic Content (Section 11.3 in the specification) should be read alongside this mark scheme.

This unit tests **Assessment Objective 1 (A01):**

demonstrate knowledge and application of the Key Concepts employed within Media Studies and the evaluation of texts and ideas using the Key Concepts

and **Assessment Objective 3 (A03i):**

demonstrate knowledge, application and evaluation of major ideas, theories, debates and information relevant to the study of contemporary media.

The assessment criteria fall into two parts:

- (a) criteria relating to general skills and abilities which apply across all questions
- (b) criteria relating to content which is specific to a particular question.

It should be noted that the schematic distinction between (a) and (b) is made for the purpose of clarity and transparency. In practice the relationship between content knowledge and intellectual skills and abilities is more organic than is suggested here.

General assessment criteria**Level 6 26 – 30 marks**

Sophisticated knowledge and flexible application of the Key Concepts. Excellent evaluation of texts and ideas using the Key Concepts. Very sound knowledge and application of relevant major ideas, theories, debates and information. Thorough evaluation of relevant major ideas, theories, debates and information on the basis of the available evidence. Excellent detailed personal evaluation of the appropriateness of form and stylistic characteristics where relevant. High appreciation of the demands and implications of the questions. Plentiful evidence of critical autonomy and independent thinking. Full and sensitive interpretation of texts, debates or arguments. Excellent ability to present coherent arguments on the basis of the evidence. Detailed exemplification of arguments/principles from a range of sources. Fluently written and clearly organised and presented.

Level 5 21 – 25 marks

Good knowledge and fluent application of the Key Concepts. Good evaluation of texts and ideas using the Key Concepts. Proficient knowledge and application of relevant major ideas, theories, debates and information. Good evaluation of relevant major ideas, theories, debates and information on the basis of the available evidence. Good detailed personal evaluation of texts or issues where relevant. Sound evaluation of the appropriateness of form and stylistic characteristics where relevant. Sound appreciation of the demands and implications of the questions. Good evidence of critical autonomy and independent thinking. Good interpretation of texts, debates or arguments. Good ability to present arguments on the basis of the evidence. Good exemplification of arguments/principles from a range of sources. Well written and clearly organised and presented.

Level 4 16 – 20 marks

Competent knowledge and application of the Key Concepts. Sound evaluation of texts and ideas using the Key Concepts. Competent knowledge and application of relevant major ideas, theories, debates and information. Sound evaluation of relevant major ideas, theories, debates and information on the basis of the available evidence. Some detailed personal evaluation of texts or issues where relevant. Some evaluation of the appropriateness of form and stylistic characteristics where relevant. A general appreciation of the demands and implications of the questions. Some evidence of critical autonomy and independent thinking. Generally sound interpretation of texts, debates or arguments. Sound ability to present arguments on the basis of the evidence. Generally sound exemplification of arguments/principles from a range of sources. Clearly written and competently organised and presented.

Level 3 11 – 15 marks

Sound knowledge of Key Concepts, but perhaps some difficulty in applying them. Basic evaluation of texts and ideas using the Key Concepts; evidence for the evaluation may be limited or sketchy. Basic knowledge of relevant major ideas, theories, debates and information. Basic evaluation of relevant major ideas, theories, debates and information on the basis of the available evidence. Basic detailed personal evaluation of texts or issues where relevant; evidence may be limited. Some evaluation of the appropriateness of form and stylistic characteristics where relevant. Patchy appreciation of the demands and implications of the questions. Some aspects may be ignored or treated sketchily. Little evidence of critical autonomy or independent thinking; mainly solidly reproductive work. Some ability to interpret texts, debates or arguments, though not with any flair or sophistication. Basic ability to present arguments in the light of the available evidence, though the arguments may be somewhat thin or lacking in coherence. Exemplification of arguments/principles may be limited or taken from a narrow range of sources. Writing will generally be clear in spite of some errors of grammar and syntax, with evidence of basic organisational competence.

Level 2 6 – 10 marks

Some knowledge and application of the Key Concepts. Some evaluation of texts and ideas using the Key Concepts; evidence for the evaluations may be sketchy. Some knowledge and application of relevant major ideas, theories, debates and information. Some evaluation of relevant major ideas, theories, debates and information though this may be perfunctory, with little attempt to organise the available evidence. Some personal evaluation of texts or issues where relevant, but based on sketchy evidence. Issues of form and style may be treated somewhat mechanically. Weak application of the demands and implications of the questions; some relevant material is included. Basic, perhaps superficial, interpretations of texts, debates or arguments. Some attempt to present arguments, but these may be lacking in coherence; evidence is not handled confidently. Exemplification is sketchy and from a narrow range of sources. Some relevant material will be presented clearly, though there may be some irrelevancy, and overall coherence and organisation may be weak.

Level 1 0 – 5 marks

The answer will fail to meet the positive assessment criteria outlined below and will not be AS Level quality. Credit will be given for:

- (i) any knowledge or application of the Key Concepts
- (ii) any evaluation of texts, ideas, theories or debates, using the Key Concepts
- (iii) any knowledge or application of relevant major ideas, theories, debates and information
- (iv) any attempt to answer the question
- (v) any relevant exemplification.

Question 1 (a)**(30 marks)**

Present a detailed reading of one film OR one broadcast fiction text you have enjoyed. Explain its appeal to you and the pleasures it offers audiences.

(You may wish to consider some of the following: narrative devices and structures, film or broadcast fiction techniques, the appeal of characters or stars, identification with themes or issues, escapism.)

Key words: detailed reading, appeal, pleasures for audiences

Level	AO1	AO3 i
	<i>Demonstrate knowledge and application of the Key Concepts employed within Media Studies, and the evaluation of texts and ideas using the Key Concepts</i>	<i>Demonstrate knowledge, application and evaluation of major ideas, theories, debates and information relevant to the study of contemporary media</i>
6 (26-30 marks)	<p>Thorough knowledge and understanding of media language, narrative and generic issues. Confident application of relevant concepts to the analysis of the chosen text.</p> <p>Detailed knowledge of the chosen text with good illustration and exemplification. Consistent emphasis throughout on an explanation of how elements of the text appeal to its audience (personal response and to a wider audience).</p> <p>Confident conceptual exploration. Well developed discussion. Competent use of appropriate terminology.</p>	<p>Thorough awareness and understanding of some relevant ideas, theories, debates and information. Thorough evaluation and good personal response.</p>
5 (21-25 marks)	<p>Good knowledge and understanding of media language, narrative and generic issues. Good application of relevant concepts to the analysis of the chosen text.</p> <p>Good knowledge of the chosen text with sound illustration and exemplification. Good emphasis on how elements of the text appeal to its audience (personal response and to a wider audience).</p> <p>Well organised discussion using the conceptual framework. Generally sound use of the appropriate terminology.</p>	<p>Good awareness and understanding of some relevant ideas, theories, debates and information. Clear and engaged personal response.</p>

4 (16-20 marks)	<p>Sound knowledge and understanding of media language, narrative and generic issues. Competent application of relevant concepts to the analysis of the chosen text.</p> <p>Sound knowledge of the chosen text with useful illustration and exemplification. Generally sound emphasis on how elements of the text appeal to its audience (personal response and to a wider audience).</p> <p>Basic ability to present ideas within the conceptual framework. Some use of appropriate terminology.</p>	<p>Sound awareness and understanding of some relevant ideas, theories, debates and information. Generally sound personal response.</p>
3 (11-15 marks)	<p>Some basic knowledge and understanding of media language, narrative and generic issues. Basic application of this knowledge and understanding to the analysis of the text. Tendency towards description rather than analysis.</p> <p>Basic knowledge of the chosen text with some useful illustration. Some reference to how elements of the text appeal to its audience but some aspects may be treated sketchily.</p> <p>Ideas expressed clearly but the conceptual framework is weak. Limited use of appropriate terminology.</p>	<p>Basic or limited awareness and understanding of some relevant ideas, theories, debates and information. Simple personal response, though arguments may be undeveloped.</p>
2 (6-10 marks)	<p>Limited knowledge and understanding of media language, narrative and generic issues. Limited application of this knowledge and understanding to the analysis of the text. Description likely to predominate.</p> <p>Knowledge of the chosen text may be confused or weak and illustrations are likely to be sketchy. Little emphasis on how it appeals to its audience but some relevant material is included.</p> <p>Some ideas presented clearly but largely outside the conceptual framework.</p>	<p>Little awareness or understanding of relevant ideas, theories, debates and information. Superficial and/or confused response.</p>
1 (0-5 marks)	<p>There may be one or two isolated points of some relevance:</p> <ul style="list-style-type: none"> - any knowledge or application of Key Concepts - any attempt to answer the question - any relevant exemplification. 	<p>Next to no awareness or understanding of any ideas, theories, debates and information.</p>

Question 1 (b)**(30 marks)**

Describe the ways in which film and broadcast fictional texts are different from each other. Account for these differences, with detailed reference to at least one film and at least one broadcast text.

Key words: detailed reference, differences, at least one film and at least one broadcast text

Level	AO1	AO3 i
	<i>Demonstrate knowledge and application of the Key Concepts employed within Media Studies, and the evaluation of texts and ideas using the Key Concepts</i>	<i>Demonstrate knowledge, application and evaluation of major ideas, theories, debates and information relevant to the study of contemporary media</i>
6 (26-30 marks)	<p>Thorough knowledge and understanding of textual issues and structures. Confident ability to apply these concepts to the analysis of at least one broadcast and one film text.</p> <p>Detailed knowledge of the differences between film and broadcast texts with good illustration and exemplification.</p> <p>Consistent emphasis throughout on the reasons for the differences between film and broadcast texts.</p> <p>Confident conceptual exploration. Well developed discussion. Competent use of appropriate terminology.</p>	<p>Thorough awareness and understanding of some relevant ideas, theories, debates and information. Thorough evaluation and good personal response.</p>
5 (21-25 marks)	<p>Good knowledge and understanding of textual issues and structures. Good ability to apply these concepts to the analysis of at least one broadcast and one film text.</p> <p>Good knowledge of the differences between film and broadcast texts with sound illustration and exemplification. Good emphasis on the reasons for the differences between film and broadcast texts.</p> <p>Well organised discussion using the conceptual framework. Generally sound use of the appropriate terminology.</p>	<p>Good awareness and understanding of some relevant ideas, theories, debates and information. Clear and engaged personal response.</p>

4 (16-20 marks)	<p>Sound knowledge and understanding of textual issues and structures. Competent ability to apply these concepts to the analysis of at least one broadcast and one film text.</p> <p>Sound knowledge of the differences between film and broadcast texts although examples may not be illustrated in equal detail. Generally sound emphasis on the reasons for the differences between film and broadcast texts.</p> <p>Basic ability to present ideas within the conceptual framework. Some use of appropriate terminology.</p>	<p>Sound awareness and understanding of some relevant ideas, theories, debates and information. Generally sound personal response.</p>
3 (11-15 marks)	<p>Some basic knowledge and understanding of textual structures/issues. Basic ability to apply this knowledge and understanding to the analysis of film/broadcast texts. Tendency towards description rather than analysis.</p> <p>Basic knowledge of the differences between film and broadcast texts with some useful illustration. Probably a lack of balance here. Some reference to the reasons for the differences between film and broadcast texts but some aspects may be ignored or treated sketchily.</p> <p>Ideas expressed clearly but the conceptual framework is weak. Limited use of appropriate terminology.</p>	<p>Basic or limited awareness and understanding of some relevant ideas, theories, debates and information. Simple personal response, though arguments may be undeveloped.</p>
2 (6-10 marks)	<p>Limited knowledge and understanding of textual structures/issues. Limited ability to apply this knowledge and understanding to the analysis of film/broadcast texts. Description likely to predominate.</p> <p>Knowledge of the differences between film and broadcast texts may be confused or weak and illustrations are likely to be sketchy. Little emphasis on reasons for the differences but some relevant material is included.</p> <p>Some ideas presented clearly but largely outside the conceptual framework.</p>	<p>Little awareness or understanding of relevant ideas, theories, debates and information. Superficial and/or confused response.</p>
1 (0-5 marks)	<p>There may be one or two isolated points of some relevance:</p> <ul style="list-style-type: none"> - any knowledge or application of Key Concepts - any attempt to answer the question - any relevant exemplification. 	<p>Next to no awareness or understanding of any ideas, theories, debates and information.</p>

Question 2 (a)**(30 marks)****“Despite changes in technology, basic documentary techniques will never change.”****Discuss this statement with reference to at least two documentaries you have studied.**

Key words: changes in technology, basic documentary techniques, discuss, two documentaries

Level	AO1	AO3 i
	<i>Demonstrate knowledge and application of the Key Concepts employed within Media Studies, and the evaluation of texts and ideas using the Key Concepts</i>	<i>Demonstrate knowledge, application and evaluation of major ideas, theories, debates and information relevant to the study of contemporary media</i>
6 (26-30 marks)	<p>Thorough knowledge and understanding of documentary forms, content, historical/institutional issues. Confident application of relevant concepts to the analysis of at least two documentaries.</p> <p>Detailed knowledge of documentary techniques with good illustration and exemplification. Consistent emphasis throughout on the relationship between technology, style and content.</p> <p>Confident conceptual exploration. Well developed discussion. Competent use of appropriate terminology.</p>	<p>Thorough awareness and understanding of some relevant ideas, theories, debates and information. Thorough evaluation and good personal response.</p>
5 (21-25 marks)	<p>Good knowledge and understanding of documentary forms, content, historical/institutional issues. Good application of relevant concepts to the analysis of at least two documentaries.</p> <p>Good knowledge of documentary techniques with sound illustration and exemplification. Good emphasis on the relationship between technology, style and content.</p> <p>Well organised discussion using the conceptual framework. Generally sound use of appropriate terminology.</p>	<p>Good awareness and understanding of some relevant ideas, theories, debates and information. Clear and engaged personal response.</p>

4 (16-20 marks)	<p>Sound knowledge and understanding of documentary forms and content. Competent application of relevant concepts to the analysis of at least two documentaries.</p> <p>Sound knowledge of documentary techniques although examples may not be illustrated in equal detail.</p> <p>Generally sound emphasis on the relationship between technology, style and content.</p> <p>Basic ability to present ideas within the conceptual framework. Some use of appropriate terminology.</p>	<p>Sound awareness and understanding of some relevant ideas, theories, debates and information. Generally sound personal response.</p>
3 (11-15 marks)	<p>Some basic knowledge and understanding of documentary forms and content. Basic application of knowledge and understanding to the analysis of documentary forms, styles, content and techniques. Tendency towards description rather than analysis.</p> <p>Basic knowledge of documentary techniques with some useful illustration. Probably a lack of balance here. Some reference to the relationship between technology, style and content, but some aspects may be ignored or treated sketchily.</p> <p>Ideas expressed clearly but the conceptual framework is weak. Limited use of appropriate terminology.</p>	<p>Basic or limited awareness and understanding of some relevant ideas, theories, debates and information. Simple personal response, though arguments may be undeveloped.</p>
2 (6-10 marks)	<p>Limited knowledge and understanding of documentary forms and content. Limited application of knowledge and understanding to the analysis of at least two documentaries. Description likely to predominate.</p> <p>Knowledge of documentary techniques may be confused or weak and illustrations are likely to be sketchy. Little awareness of the relationship between technology and changes to documentary style or content, but some relevant material is included.</p> <p>Some ideas presented clearly but largely outside the conceptual framework.</p>	<p>Little awareness or understanding of relevant ideas, theories, debates and information. Superficial and/or confused response.</p>
1 (0-5 marks)	<p>There may be one or two isolated points of some relevance:</p> <ul style="list-style-type: none"> - any knowledge or application of Key Concepts - any attempt to answer the question - any relevant exemplification. 	<p>Next to no awareness or understanding of any ideas, theories, debates and information.</p>

Question 2 (b)**(30 marks)**

Account for the appeal to audiences and producers of the documentary formats sometimes referred to as ‘Reality TV’.

Support your answer with detailed examples from a range of programmes.

(Examples of documentaries which could be described as ‘Reality TV’ include: docu-soaps, Big Brother-type shows, Popstars, Survivors.)

Key words: appeal to audiences and producers, ‘Reality TV’, documentary formats, detailed examples, range of programmes

Level	AO1	AO3 i
	<i>Demonstrate knowledge and application of the Key Concepts employed within Media Studies, and the evaluation of texts and ideas using the Key Concepts</i>	<i>Demonstrate knowledge, application and evaluation of major ideas, theories, debates and information relevant to the study of contemporary media</i>
6 (26-30 marks)	<p>Thorough knowledge and understanding of forms and styles of documentary, institutional issues and debates. Confident application of relevant concepts to the analysis of contemporary documentary formats.</p> <p>Detailed knowledge of hybrid formats with good illustration and exemplification from a range of programmes. Consistent emphasis throughout on the appeal of “Reality TV” to audiences and producers.</p> <p>Confident conceptual exploration. Well developed discussion. Competent use of appropriate terminology.</p>	<p>Thorough awareness and understanding of some relevant ideas, theories, debates and information. Thorough evaluation and good personal response.</p>
5 (21-25 marks)	<p>Good knowledge and understanding of forms and styles of documentary, institutional issues and debates. Good application of relevant concepts to the analysis of contemporary documentary formats.</p> <p>Good knowledge of hybrid formats with sound illustration and exemplification from a range of programmes. Good emphasis on the appeal of “Reality TV” to audiences and producers.</p> <p>Well organised discussion using the conceptual framework. Generally sound use of appropriate terminology.</p>	<p>Good awareness and understanding of some relevant ideas, theories, debates and information. Clear and engaged personal response.</p>

4 (16-20 marks)	<p>Sound knowledge and understanding of forms and styles of documentary. Competent application of relevant concepts to the analysis of contemporary documentary formats.</p> <p>Sound knowledge of hybrid formats although examples may not be equally detailed or from a range of programmes. Generally sound emphasis on the appeal of “Reality TV” to audiences and producers.</p> <p>Basic ability to present ideas within the conceptual framework. Some use of appropriate terminology.</p>	<p>Sound awareness and understanding of some relevant ideas, theories, debates and information. Generally sound personal response.</p>
3 (11-15 marks)	<p>Some basic knowledge and understanding of forms and styles of documentary. Basic application of knowledge and understanding to contemporary documentary formats. Tendency towards description rather than analysis.</p> <p>Basic knowledge of hybrid formats with some useful illustration. Some reference to appeal to audiences and producers but some aspects may be ignored or treated sketchily.</p> <p>Ideas expressed clearly but the conceptual framework is weak. Limited use of appropriate terminology.</p>	<p>Basic or limited awareness and understanding of some relevant ideas, theories, debates and information. Simple personal response, though arguments may be undeveloped.</p>
2 (6-10 marks)	<p>Limited knowledge and understanding of forms and styles of documentary. Limited application of knowledge and understanding to contemporary documentary formats. Description likely to predominate.</p> <p>Knowledge of hybrid formats may be confused or weak and illustrations are likely to be sketchy. Little emphasis on appeal to audiences and producers, but some relevant material is included.</p> <p>Some ideas presented clearly but largely outside the conceptual framework.</p>	<p>Little awareness or understanding of relevant ideas, theories, debates and information. Superficial and/or confused response.</p>
1 (0-5 marks)	<p>There may be one or two isolated points of some relevance:</p> <ul style="list-style-type: none"> - any knowledge or application of Key Concepts - any attempt to answer the question - any relevant exemplification. 	<p>Next to no awareness or understanding of any ideas, theories, debates and information.</p>

Question 3 (a)**(30 marks)**

“A great brand taps into emotions and emotions drive most if not all our decisions.” *Scott Bedbury, ‘Marketing Chief’, quoted in The Guardian, January 2001.*

Describe and evaluate the emotional appeal of advertising and/or marketing techniques from campaigns you have studied.

Key words: describe, evaluate, emotional appeal, techniques

Level	AO1	AO3 i
	<i>Demonstrate knowledge and application of the Key Concepts employed within Media Studies, and the evaluation of texts and ideas using the Key Concepts</i>	<i>Demonstrate knowledge, application and evaluation of major ideas, theories, debates and information relevant to the study of contemporary media</i>
6 (26-30 marks)	<p>Thorough knowledge and understanding of advertising and marketing techniques and practice. Confident application of relevant concepts to the analysis of elements of advertising/marketing campaigns.</p> <p>Detailed knowledge of the chosen techniques with good illustration and exemplification. Consistent emphasis throughout on evaluating the emotional appeal.</p> <p>Confident conceptual exploration. Well developed discussion. Competent use of appropriate terminology.</p>	<p>Thorough awareness and understanding of some relevant ideas, theories, debates and information. Thorough evaluation and good personal response.</p>
5 (21-25 marks)	<p>Good knowledge and understanding of advertising and marketing techniques and practice. Good application of relevant concepts to the analysis of elements of advertising/marketing campaigns.</p> <p>Good knowledge of the chosen techniques with sound illustration and exemplification. Good emphasis on evaluating the emotional appeal.</p> <p>Well organised discussion using the conceptual framework. Generally sound use of appropriate terminology.</p>	<p>Good awareness and understanding of some relevant ideas, theories, debates and information. Clear and engaged personal response.</p>

4 (16-20 marks)	<p>Sound knowledge and understanding of advertising and marketing techniques and practice. Competent application of relevant concepts to the analysis of elements of advertising/marketing campaigns.</p> <p>Sound knowledge of the chosen techniques although examples may not be illustrated in equal detail. Generally sound emphasis on evaluating the emotional appeal.</p> <p>Basic ability to present ideas within the conceptual framework. Some use of appropriate terminology.</p>	<p>Sound awareness and understanding of some relevant ideas, theories, debates and information. Generally sound personal response.</p>
3 (11-15 marks)	<p>Basic knowledge and understanding of advertising and marketing techniques. Basic application of knowledge and understanding to the analysis of elements of advertising/marketing campaigns. Tendency towards description rather than analysis.</p> <p>Some sound knowledge of the chosen techniques with some detailed illustration. Some reference to evaluating the emotional appeal, but some aspects may be ignored or treated sketchily.</p> <p>Basic organisational competence but the conceptual framework is likely to be weak. Limited use of appropriate terminology.</p>	<p>Basic or limited awareness and understanding of some relevant ideas, theories, debates and information. Simple personal response, though arguments may be undeveloped.</p>
2 (6-10 marks)	<p>Some knowledge and understanding of advertising and marketing techniques. Limited application of knowledge and understanding to the analysis of elements of advertising/marketing campaigns. Description likely to predominate.</p> <p>Knowledge of the chosen techniques may be confused or weak and illustrations are likely to be sketchy. Little emphasis on evaluating the emotional appeal, but some relevant material is included.</p> <p>Some ideas presented clearly but largely outside the conceptual framework.</p>	<p>Little awareness or understanding of relevant ideas, theories, debates and information. Superficial and/or confused response.</p>
1 (0-5 marks)	<p>There may be one or two isolated points of some relevance:</p> <ul style="list-style-type: none"> - any knowledge or application of Key Concepts - any attempt to answer the question - any relevant exemplification. 	<p>Next to no awareness or understanding of any ideas, theories, debates and information.</p>

Question 3 (b)**(30 marks)**

Why do advertisers use covert techniques to promote their products? Support your answer with illustrations from a range of promotional ‘below-the-line’ techniques.

(Examples of covert techniques you may wish to discuss include: sponsorship, events, tie-ins, use of celebrities, news management, product-placement.)

Key words: why, covert techniques, illustrations from a range

Level	AO1	AO3 i
	<i>Demonstrate knowledge and application of the Key Concepts employed within Media Studies, and the evaluation of texts and ideas using the Key Concepts</i>	<i>Demonstrate knowledge, application and evaluation of major ideas, theories, debates and information relevant to the study of contemporary media</i>
6 (26-30 marks)	<p>Thorough knowledge and understanding of functions and purposes of promotional strategies and techniques. Confident application of relevant concepts to the analysis of a range of examples.</p> <p>Detailed knowledge of covert techniques with good illustration and exemplification. Consistent emphasis throughout on explaining and evaluating the reasons for covert techniques.</p> <p>Confident conceptual exploration. Well developed discussion. Competent use of appropriate terminology.</p>	<p>Thorough awareness and understanding of some relevant ideas, theories, debates and information. Thorough evaluation and good personal response.</p>
5 (21-25 marks)	<p>Good knowledge and understanding of functions and purposes of promotional strategies and techniques. Good application of relevant concepts to the analysis of a range of examples.</p> <p>Good knowledge of covert techniques with sound illustration and exemplification. Good emphasis on explaining and evaluating the reasons for covert techniques.</p> <p>Well organised discussion using the conceptual framework. Generally sound use of appropriate terminology.</p>	<p>Good awareness and understanding of some relevant ideas, theories, debates and information. Clear and engaged personal response.</p>

4 (16-20 marks)	<p>Sound knowledge and understanding of functions and purposes of promotional strategies and techniques. Competent application of relevant concepts to the analysis of a range of examples.</p> <p>Sound knowledge of covert techniques although examples may not be treated in equal detail. Generally sound emphasis on the reasons for covert techniques.</p> <p>Basic ability to present ideas within the conceptual framework. Some use of appropriate terminology.</p>	<p>Sound awareness and understanding of some relevant ideas, theories, debates and information. Generally sound personal response.</p>
3 (11-15 marks)	<p>Some basic knowledge and understanding of functions and purposes of promotional techniques. Basic application of this knowledge and understanding to the analysis of specific examples. Tendency towards description rather than analysis.</p> <p>Basic knowledge of covert techniques with some useful illustration. Some reference to the reasons for covert techniques, but some aspects may be ignored or treated sketchily.</p> <p>Ideas expressed clearly but the conceptual framework is likely to be weak. Limited use of appropriate terminology.</p>	<p>Basic or limited awareness and understanding of some relevant ideas, theories, debates and information. Simple personal response, though arguments may be undeveloped.</p>
2 (6-10 marks)	<p>Limited knowledge and understanding of functions and purposes of promotional techniques. Limited application of this knowledge and understanding to the analysis of specific examples. Description likely to predominate.</p> <p>Knowledge of the chosen techniques may be confused or weak and illustrations are likely to be sketchy. Little emphasis on the reasons for covert techniques, but some relevant material is included.</p> <p>Some ideas presented clearly but largely outside the conceptual framework.</p>	<p>Little awareness or understanding of relevant ideas, theories, debates and information. Superficial and/or confused response.</p>
1 (0-5 marks)	<p>There may be one or two isolated points of some relevance:</p> <ul style="list-style-type: none"> - any knowledge or application of Key Concepts - any attempt to answer the question - any relevant exemplification. 	<p>Next to no awareness or understanding of any ideas, theories, debates and information.</p>

Question 4 (a) (30 marks)

What are ‘tabloids’, and how do they differ from ‘broadsheets’ in the ways in which they present news and address their readers?

Give a range of examples to support your answer.

Key words: tabloids, differences from broadsheets in presentation and address

Level	AO1	AO3 i
	<i>Demonstrate knowledge and application of the Key Concepts employed within Media Studies, and the evaluation of texts and ideas using the Key Concepts</i>	<i>Demonstrate knowledge, application and evaluation of major ideas, theories, debates and information relevant to the study of contemporary media</i>
6 (26-30 marks)	<p>Thorough knowledge and understanding of tabloid and broadsheet newspapers and the presentation of news. Confident application of relevant concepts to the analysis of tabloid and broadsheet newspaper content, layout and style.</p> <p>Detailed knowledge of the chosen texts with good illustration of how they address their readers. Consistent emphasis throughout on the differences between the tabloid and broadsheet press.</p> <p>Confident conceptual exploration. Well developed discussion. Competent use of appropriate terminology.</p>	<p>Thorough awareness and understanding of some relevant ideas, theories, debates and information. Thorough evaluation and good personal response.</p>
5 (21-25 marks)	<p>Good knowledge and understanding of tabloid and broadsheet newspapers and the presentation of news. Good application of relevant concepts to the analysis of tabloid and broadsheet newspaper content, layout and style.</p> <p>Good knowledge of the chosen texts with sound illustration of how they address their readers. Good emphasis on the differences between the tabloid and broadsheet press.</p> <p>Well organised discussion using the conceptual framework. Generally sound use of appropriate terminology.</p>	<p>Good awareness and understanding of some relevant ideas, theories, debates and information. Clear and engaged personal response.</p>

4 (16-20 marks)	<p>Sound knowledge and understanding of tabloid and broadsheet newspapers and the presentation of news. Competent application of relevant concepts to the analysis of tabloid and broadsheet newspaper content, layout and style.</p> <p>Sound knowledge of how the chosen texts address their readers, although examples may not be illustrated in equal detail.</p> <p>Generally sound emphasis on the differences between the tabloid and broadsheet press.</p> <p>Basic ability to present ideas within the conceptual framework. Some use of appropriate terminology.</p>	<p>Sound awareness and understanding of some relevant ideas, theories, debates and information. Generally sound personal response.</p>
3 (11-15 marks)	<p>Some basic knowledge and understanding of tabloid and broadsheet newspapers.</p> <p>Basic application of this knowledge and understanding to an analysis of tabloid and broadsheet newspaper content, layout and style.</p> <p>Tendency towards description rather than analysis.</p> <p>Basic knowledge of how the chosen texts address their readers with some useful illustration. Probably a lack of balance here.</p> <p>Some reference to the differences between the tabloid and broadsheet press but some aspects may be ignored or treated sketchily.</p> <p>Ideas presented clearly but the conceptual framework is weak. Limited use of appropriate terminology</p>	<p>Basic or limited awareness and understanding of some relevant ideas, theories, debates and information. Simple personal response, though arguments may be undeveloped.</p>
2 (6-10 marks)	<p>Limited knowledge and understanding of tabloid and broadsheet newspapers.</p> <p>Limited application of this knowledge and understanding to the analysis of tabloid and broadsheet newspaper content, layout and style.</p> <p>Description likely to predominate.</p> <p>Knowledge of readership may be confused or weak and illustration is likely to be sketchy.</p> <p>Little emphasis on the differences between the tabloid and broadsheet press, but some relevant material is included.</p> <p>Some ideas presented clearly but largely outside the conceptual framework.</p>	<p>Little awareness or understanding of relevant ideas, theories, debates and information.</p> <p>Superficial and/or confused response.</p>
1 (0-5 marks)	<p>There may be one or two isolated points of some relevance:</p> <ul style="list-style-type: none"> - any knowledge or application of Key Concepts - any attempt to answer the question - any relevant exemplification. 	<p>Next to no awareness or understanding of any ideas, theories, debates and information.</p>

Question 4 (b)**(30 marks)**

It is said that the power of the British press lies in its ability to shape public opinion. Give examples of ways in which British newspapers have used this power.

Key words: power to shape public opinion, examples

Level	AO1	AO3 i
	<i>Demonstrate knowledge and application of the Key Concepts employed within Media Studies, and the evaluation of texts and ideas using the Key Concepts</i>	<i>Demonstrate knowledge, application and evaluation of major ideas, theories, debates and information relevant to the study of contemporary media</i>
6 (26-30 marks)	<p>Thorough knowledge and understanding of press ideologies: politics and the press, political and social orientation of the press, values implicit in news and feature stories in specific newspapers, propaganda.</p> <p>Confident application of relevant concepts to the discussion of specific newspaper stories or campaigns.</p> <p>Detailed knowledge of the chosen stories or campaigns with good illustration and exemplification. Consistent emphasis throughout on the shaping of public opinion.</p> <p>Confident conceptual exploration. Well developed discussion. Competent use of appropriate terminology.</p>	<p>Thorough awareness and understanding of some relevant ideas, theories, debates and information. Thorough evaluation and good personal response.</p>
5 (21-25 marks)	<p>Good knowledge and understanding of press ideologies: politics and the press, political and social orientation of the press, values implicit in news and feature stories in specific newspapers, propaganda.</p> <p>Good application of relevant concepts to the discussion of specific newspaper stories or campaigns. Good knowledge of the chosen stories or campaigns with sound illustration and exemplification.</p> <p>Good emphasis on the shaping of public opinion. Well organised discussion using the conceptual framework. Generally sound use of appropriate terminology.</p>	<p>Good awareness and understanding of some relevant ideas, theories, debates and information. Clear and engaged personal response.</p>

4 (16-20 marks)	<p>Sound knowledge and understanding of press ideologies: politics and the press, political and social orientation of the press, values implicit in news and feature stories in specific newspapers, propaganda.</p> <p>Competent application of relevant concepts to the discussion of specific newspaper stories or campaigns.</p> <p>Sound knowledge of the chosen stories or campaigns although examples may not be illustrated in equal detail. Generally sound emphasis on the shaping of public opinion.</p> <p>Basic ability to present ideas within the conceptual framework. Some use of appropriate terminology.</p>	<p>Sound awareness and understanding of some relevant ideas, theories, debates and information. Generally sound personal response.</p>
3 (11-15 marks)	<p>Some basic knowledge and understanding of political and social orientation of the press, values implicit in news and feature stories in specific newspapers, propaganda.</p> <p>Basic application of this knowledge and understanding to the discussion of specific newspaper stories or campaigns. Tendency towards description rather than analysis.</p> <p>Basic knowledge of the chosen stories or campaigns with some useful illustration.</p> <p>Some reference to the shaping of public opinion.</p> <p>Ideas expressed clearly, but the conceptual framework is weak. Limited use of appropriate terminology.</p>	<p>Basic or limited awareness and understanding of some relevant ideas, theories, debates and information. Simple personal response, though arguments may be undeveloped.</p>
2 (6-10 marks)	<p>Limited knowledge and understanding of political and social orientation of the press, values implicit in news and feature stories in specific newspapers, propaganda.</p> <p>Limited application of this knowledge and understanding to the discussion of specific newspaper stories or campaigns. Description likely to predominate.</p> <p>Knowledge of the chosen stories or campaigns may be confused or weak and illustration is likely to be sketchy. Little emphasis on the shaping of public opinion, but some relevant material is included.</p> <p>Some ideas presented clearly but largely outside the conceptual framework.</p>	<p>Little awareness or understanding of relevant ideas, theories, debates and information. Superficial and/or confused response.</p>
1 (0-5 marks)	<p>There may be one or two isolated points of some relevance:</p> <ul style="list-style-type: none"> - any knowledge or application of Key Concepts - any attempt to answer the question - any relevant exemplification. 	<p>Next to no awareness or understanding of any ideas, theories, debates and information.</p>