



General Certificate of Education

Media Studies 5571

Unit 2 MED2

Mark Scheme

2007 examination - January series

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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AS MEDIA STUDIES

UNIT 2: TEXTUAL TOPICS IN CONTEMPORARY MEDIA (MED2)

MARK SCHEME (JANUARY 2007)

- 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.
- The application of the conceptual framework is the skill that should underpin all discussion of texts and topics. This may be explicit or implicit.
- Information and exemplification should be subordinate to the 'argument' (the demands of the question) and should not submerge it.
- Textual reference may be narrow or wide-ranging depending on the demands of the question.
- 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 assesses objectives AO1 (from specification page 12) and AO3i (from specification page 13).

Weightings of Assessment Objectives	
A01	10%
A03i	5%
Total	15%

Note on Contemporary Texts

With the exception of Documentary, candidates should focus on 'contemporary' texts, i.e. produced within the five years preceding the examination. Answers based on older texts cannot reach the higher levels of the mark scheme (levels 5 and 6). However, examiners should reward knowledge and application of the key concepts and the application and evaluation of relevant ideas, theories, debates or information. For Documentary, candidates may be required to consider pre-1990 texts as well.

Quality of Written Communication

Examiners should reward responses which are well organised, clearly expressed and use appropriate terminology.

MARKING NOTATION

Examiners are reminded that it is essential to notate while marking. It is not enough to tick every page of writing. Candidates can now ask to see their papers and they have the right to see how and why the mark their work was given was arrived at. Summative comments must be made at the end of each answer. They must demonstrate that the mark scheme has been applied and clearly indicate the reasons for the mark allocated. Such comments should explain the level that the candidate's response has been placed in.

There follows a list of notations you are encouraged to use. These should be written in the left hand margin alongside the relevant point to which they refer:

✓	Point made
✓✓	Good point made
Eg	Example/Illustration
Eg✓	Good Example/Illustration
Ex	Explanation/Exploration/Expansion/Evaluation
T	Terminology used
Th	Theories/Ideas/Debates/Information
KC	Key Concept
F	Focus on question
Eg?	Needs illustration
Ex?	Needs explanation/exploration/expansion/evaluation
Rept	Repetition
I	Irrelevant
?	Confused/ambiguous
CT	Contemporary text
NCT	Non-contemporary text

Summative comments must be made at the end of each answer. They must demonstrate that the mark scheme has been applied and clearly indicate the reasons for the mark allocated. An example will be presented at the standardisation meeting of a 'Model Marked Script'.

POINTS TO REMEMBER

- Please mark positively at all times – take a “best fit” approach.
- Use the entire spread of marks.
- Reward use of appropriate media terminology (**not** language expression). See reference to quality of written communication on page 2.
- Reward unusual responses when supported by specific reference to text(s).

Unit 2: Textual Topics in Contemporary Media: Question 1 (a)

(30 marks)

Choose two contrasting broadcast fiction texts and explain how each appeals to its audience.

Level 6 (26-30 marks)

The answer shows a confident conceptual exploration with a well developed discussion and a thorough knowledge of the two contemporary contrasting broadcast fiction texts, provides relevant, contemporary exemplification and demonstrates a clear understanding of how the texts appeal to their audience(s). It shows a critical understanding of relevant ideas, theories, debates or information, confident evaluation and personal response and competent use of appropriate terminology.

Level 5 (21-25 marks)

The answer shows a focused discussion using the conceptual framework and a sound knowledge of the two contrasting contemporary broadcast fiction texts, provides relevant, contemporary exemplification and demonstrates satisfactory understanding of how the texts appeal to their audience(s). It shows an engaged personal response, sound understanding of relevant ideas, theories, debates or information and an adequate use of appropriate terminology.

Level 4 (16-20 marks)

The answer shows a basic ability to present ideas within the conceptual framework and a solid knowledge of the two contrasting broadcast fiction texts, at least one of which must be contemporary, provides relevant exemplification and demonstrates adequate understanding of how the texts appeal to their audience(s). It shows a sound personal response, satisfactory understanding of relevant ideas, theories, debates or information and a basic use of terminology.

Level 3 (11-15 marks)

The ideas are expressed clearly, although the conceptual framework may be limited, and the answer shows a basic knowledge of the two contrasting broadcast fiction texts, provides some relevant exemplification and makes limited reference to how the texts appeal to their audience(s). It shows a simple personal response, some limited understanding of some relevant ideas, theories, debates or information and a very basic use of terminology.

Level 2 (6-10 marks)

The ideas are presented in a mainly descriptive way and the answer shows a rudimentary knowledge of the two broadcast fiction texts, possibly lacking relevant exemplification or making little reference to how the texts appeal to their audience(s). It shows a superficial response with a rudimentary understanding of some relevant ideas, theories, debates or information.

Level 1 (0-5 marks)

There may be one or two isolated points of some relevance such as showing any knowledge or application of Key Concepts, making an attempt to answer the question or providing exemplification. The answer shows next to no awareness of any ideas, theories, debates or information.

Unit 2: Textual Topics in Contemporary Media: Question 1 (b)

(30 marks)

“The beginning of a film sets up the story and engages the audience in the narrative; the ending has a definite resolution which leaves the audience satisfied.”

Do you agree? Support your argument with examples from one or more recent films.

Level 6 (26-30 marks)

The answer shows a confident conceptual exploration with a well developed discussion and a thorough knowledge of chosen contemporary beginning(s) and ending(s), provides relevant, contemporary exemplification and demonstrates a clear understanding of how audiences respond to narrative. It shows a critical understanding of relevant ideas, theories, debates or information, confident evaluation and personal response and a competent use of appropriate terminology.

Level 5 (21-25 marks)

The answer shows a focused discussion using the conceptual framework and a sound knowledge of chosen contemporary beginning(s) and ending(s), provides relevant, contemporary exemplification and demonstrates satisfactory understanding of how audiences respond to narrative. It shows an engaged personal response, sound understanding of relevant ideas, theories, debates or information and an adequate use of appropriate terminology.

Level 4 (16-20 marks)

The answer shows a basic ability to present ideas within the conceptual framework and a solid knowledge of chosen beginning(s) and ending(s), at least one of which must be contemporary, provides relevant exemplification and demonstrates adequate understanding of how audiences respond to narrative. It shows a sound personal response, satisfactory understanding of relevant ideas, theories, debates or information and a basic use of appropriate terminology.

Level 3 (11-15 marks)

The ideas are expressed clearly, although the conceptual framework may be limited, and the answer shows a basic knowledge of chosen beginning(s) and ending(s), provides some relevant exemplification and makes limited reference to how audiences respond to narrative. It shows a simple personal response, some limited understanding of some relevant ideas, theories, debates or information and a very basic use of terminology.

Level 2 (6-10 marks)

The ideas are presented in a mainly descriptive way and the answer shows a rudimentary knowledge of chosen beginning(s) and ending(s), possibly lacking relevant exemplification or making little reference to how audiences respond to narrative. It shows a superficial response, with a rudimentary understanding of some relevant ideas, theories, debates or information.

Level 1 (0-5 marks)

There may be one or two isolated points of some relevance such as showing any knowledge or application of Key Concepts, making an attempt to answer the question or providing exemplification. The answer shows next to no awareness of any ideas, theories, debates or information.

Unit 2: Textual Topics in Contemporary Media: Question 2 (a)

(30 marks)

Can documentaries ever give an undistorted picture of reality? Refer to at least two documentaries in your argument. One should be a pre-1990 text.

Level 6 (26-30 marks)

The answer shows a confident conceptual exploration with a well developed discussion and a thorough knowledge of the chosen texts, provides relevant exemplification and demonstrates a clear understanding of how issues of representation impact on the validity of documentaries. It shows a critical understanding of relevant ideas, theories, debates or information, confident evaluation and personal response and competent use of appropriate terminology.

Level 5 (21-25 marks)

The answer shows a focused discussion using the conceptual framework and a sound knowledge of the chosen texts, provides relevant exemplification and demonstrates satisfactory understanding of how issues of representation impact on the validity of documentaries. It shows an engaged personal response, sound understanding of relevant ideas, theories, debates or information and adequate use of appropriate terminology.

Level 4 (16-20 marks)

The answer shows a basic ability to present ideas within the conceptual framework and a solid knowledge of the chosen texts, provides relevant exemplification and demonstrates adequate understanding of how issues of representation impact on the validity of documentaries. It shows a sound personal response, satisfactory understanding of relevant ideas, theories, debates or information and a basic use of terminology.

Level 3 (11-15 marks)

The ideas are expressed clearly, although the conceptual framework may be limited, and the answer shows a basic knowledge of the chosen texts, provides some relevant exemplification and makes limited reference to how issues of representation impact on the validity of documentaries. It shows a simple personal response, some limited understanding of some relevant ideas, theories, debates or information and a very basic use of terminology.

Level 2 (6-10 marks)

The ideas are presented in a mainly descriptive way and the answer shows a rudimentary knowledge of the chosen texts, possibly lacking relevant exemplification or making little reference to how issues of representation impact on the validity of documentaries. It shows a superficial response, with a rudimentary understanding of some relevant ideas, theories, debates or information.

Level 1 (0-5 marks)

There may be one or two isolated points of some relevance such as showing any knowledge or application of Key Concepts, making an attempt to answer the question, or providing exemplification. The answer shows next to no awareness of any ideas, theories, debates or information.

Unit 2: Textual Topics in Contemporary Media: Question 2 (b)

(30 marks)

“Documentaries should engage with social and political issues and provide information and entertainment.”

Paul Watson: Representing Reality
Broadcast on BBC4, September 2005.

In the light of this statement discuss the functions of one documentary of your choice.

Level 6 (26-30 marks)

The answer shows a confident conceptual exploration with a well developed discussion and a thorough knowledge of the chosen text, provides relevant exemplification and demonstrates a clear understanding of how documentaries provide a range of functions. It shows a critical understanding of relevant ideas, theories, debates or information, confident evaluation and personal response and a competent use of appropriate terminology.

Level 5 (21-25 marks)

The answer shows a focused discussion using the conceptual framework and a sound knowledge of the chosen text, provides relevant exemplification and demonstrates satisfactory understanding of how documentaries provide a range of functions. It shows an engaged and personal response, sound understanding of relevant ideas, theories, debates or information and an adequate use of terminology.

Level 4 (16-20 marks)

The answer shows a basic ability to present ideas within the conceptual framework and a solid knowledge of the chosen text, provides relevant exemplification and demonstrates adequate understanding of how documentaries provide a range of functions. It shows a sound personal response, satisfactory understanding of relevant ideas, theories, debates or information and a basic use of terminology.

Level 3 (11-15 marks)

The ideas are expressed clearly, although the conceptual framework may be limited, and the answer shows a basic knowledge of the chosen text, provides some relevant exemplification and makes limited reference to the functions of documentaries. It shows a simple personal response, some limited understanding of some relevant ideas, theories, debates or information and a very basic use of terminology.

Level 2 (6-10 marks)

The ideas are presented in a mainly descriptive way and the answer shows a rudimentary knowledge of the chosen text, often lacking relevant exemplification or making little reference to the functions of documentaries. It shows a superficial response, with a rudimentary understanding of some relevant ideas, theories, debates or information.

Level 1 (0-5 marks)

There may be one or two isolated points of some relevance such as showing any knowledge or application of Key Concepts, making an attempt to answer the question, or providing exemplification. The answer shows next to no awareness of any ideas, theories, debates or information.

Unit 2: Textual Topics in Contemporary Media: Question 3 (a)

(30 marks)

Consider the use of new technology by advertisers and marketers to access young people.

Level 6 (26-30 marks)

The answer shows a confident conceptual exploration with a well developed discussion and a thorough knowledge of marketing practice, provides relevant, contemporary exemplification and demonstrates clear understanding of how new technology connects with young people. It shows a critical understanding of relevant ideas, theories, debates or information, confident evaluation and personal response and a competent use of appropriate terminology.

Level 5 (21-25 marks)

The answer shows a focused discussion using the conceptual framework and a sound knowledge of marketing practice, provides relevant, contemporary exemplification and demonstrates satisfactory understanding of how new technology connects with young people. It shows an engaged personal response, sound understanding of relevant ideas, theories, debates or information and an adequate use of terminology.

Level 4 (16-20 marks)

The answer shows a basic ability to present ideas within the conceptual framework and a solid knowledge of marketing practice, provides relevant exemplification, some of which must be contemporary, and demonstrates adequate understanding of how new technology connects with young people. It shows a sound personal response, satisfactory understanding of relevant ideas, theories, debates or information and a basic use of terminology.

Level 3 (11-15 marks)

The ideas are expressed clearly, although the conceptual framework may be limited, and the answer shows a basic knowledge of marketing practice, provides some relevant exemplification and makes limited reference to how new technology connects with young people. It shows a simple personal response, some limited understanding of some relevant ideas, theories, debates or information and a very basic use of terminology.

Level 2 (6-10 marks)

The ideas are presented in a mainly descriptive way and the answer shows a rudimentary knowledge of marketing practice, possibly lacking relevant exemplification or making little reference to how new technology connects with young people. It shows a superficial response with a rudimentary understanding of some relevant ideas, theories, debates or information.

Level 1 (0-5 marks)

There may be one or two isolated points of some relevance such as showing any knowledge or application of Key Concepts, making an attempt to answer the question, or providing exemplification. The answer shows next to no awareness of any ideas, theories, debates or information.

Unit 2: Textual Topics in Contemporary Media: Question 3 (b)

(30 marks)

How and why do advertisers seek to touch the feelings and emotions of their target audiences?

Provide recent, detailed examples to support your ideas.

Level 6 (26-30 marks)

The answer shows a confident conceptual exploration with a well developed discussion and a thorough knowledge of the chosen texts, provides relevant, contemporary exemplification and demonstrates clear understanding of why and how emotions are targeted. It shows a critical understanding of relevant ideas, theories, debates or information, confident evaluation and personal response and competent use of appropriate terminology.

Level 5 (21-25 marks)

The answer shows a focused discussion using the conceptual framework and a sound knowledge of the chosen texts, provides relevant, contemporary exemplification and demonstrates satisfactory understanding of why and how emotions are targeted. It shows an engaged personal response, sound understanding of relevant ideas, theories, debates or information, and adequate use of terminology.

Level 4 (16-20 marks)

The answer shows a basic ability to present ideas within the conceptual framework and a solid knowledge of the chosen texts, provides relevant exemplification, some of which must be contemporary, and demonstrates adequate understanding of why and how emotions are targeted. It shows a sound personal response, satisfactory understanding of relevant ideas, theories, debates or information, and a basic use of terminology.

Level 3 (11-15 marks)

The ideas are expressed clearly, although the conceptual framework may be limited and the answer shows a basic knowledge of the chosen texts, provides some relevant exemplification and makes limited reference to why and how emotions are targeted. It shows a simple personal response, some limited understanding of some relevant ideas, theories, debates or information and a very basic use of terminology.

Level 2 (6-10 marks)

The ideas are presented in a mainly descriptive way and the answer shows a rudimentary knowledge of the chosen texts, possibly lacking relevant exemplification or making little reference to why and how emotions are targeted. It shows a superficial response, with a rudimentary understanding of some relevant ideas, theories, debates or information.

Level 1 (0-5 marks)

There may be one or two isolated points of some relevance such as showing any knowledge or application of Key Concepts, making an attempt to answer the question, or providing exemplification. The answer shows next to no awareness of any ideas, theories, debates or information.

Unit 2: Textual Topics in Contemporary Media: Question 4 (a)

(30 marks)

“Celebrity is the predominant narrative of the age.”

Account for the emphasis on celebrities in British newspapers, giving detailed examples.

Level 6 (26-30 marks)

The answer shows a confident conceptual exploration with a well developed discussion and a thorough knowledge of celebrity news coverage, provides relevant, contemporary exemplification and demonstrates clear understanding of how and why celebrities have news value. It shows a critical understanding of relevant ideas, theories, debates or information, confident evaluation and personal response and a competent use of appropriate terminology.

Level 5 (21-25 marks)

The answer shows a focused discussion using the conceptual framework and a sound knowledge of celebrity news coverage, provides relevant, contemporary exemplification and demonstrates satisfactory understanding of how and why celebrities have news value. It shows an engaged personal response, a sound understanding of relevant ideas, theories, debates or information and an adequate use of terminology.

Level 4 (16-20 marks)

The answer shows a basic ability to present ideas within the conceptual framework and a solid knowledge of celebrity news coverage, provides relevant exemplification, some of which must be contemporary, and demonstrates adequate understanding of how and why celebrities have news value. It shows a sound personal response, satisfactory understanding of relevant ideas, theories, debates or information and a basic use of terminology.

Level 3 (11-15 marks)

The ideas are expressed clearly, although the conceptual framework may be limited, and the answer shows a basic knowledge of celebrity news coverage, provides some relevant exemplification and makes limited reference to how celebrities have news value. It shows a simple personal response, some limited understanding of some relevant ideas, theories, debates or information and a very basic use of terminology.

Level 2 (6-10 marks)

The ideas are presented in a mainly descriptive way and the answer shows a rudimentary knowledge of celebrity news coverage, possibly lacking relevant exemplification or making little reference to how celebrities have news value. It is a superficial response showing a rudimentary understanding of some relevant ideas, theories, debates or information.

Level 1 (0-5 marks)

There may be one or two isolated points of some relevance such as showing any knowledge or application of Key Concepts, making an attempt to answer the question, or providing exemplification. The answer shows next to no awareness of any ideas, theories, debates or information.

Unit 2: Textual Topics in Contemporary Media: Question 4 (b)

(30 marks)

Give a detailed analysis of one newspaper, showing how well it caters for its readers.

Level 6 (26-30 marks)

The answer shows a confident conceptual exploration with a well developed discussion and a thorough knowledge of the chosen newspaper, provides relevant, contemporary exemplification and demonstrates a clear understanding of how the newspaper relates to its readers. It shows a critical understanding of relevant ideas, theories, debates or information, confident evaluation and personal response and a competent use of appropriate terminology.

Level 5 (21-25 marks)

The answer shows a focused discussion using the conceptual framework and a sound knowledge of the chosen newspaper, provides relevant, contemporary exemplification and demonstrates satisfactory understanding of how the newspaper relates to its readers. It shows an engaged personal response, sound understanding of relevant ideas, theories, debates or information and an adequate use of terminology.

Level 4 (16-20 marks)

The answer shows a basic ability to present ideas within the conceptual framework and a solid knowledge of the chosen newspaper, provides relevant exemplification, some of which must be contemporary, and demonstrates adequate understanding of how the newspaper relates to its readers. It shows a sound personal response, satisfactory understanding of relevant ideas, theories, debates or information and a basic use of terminology.

Level 3 (11-15 marks)

The ideas are expressed clearly, although the conceptual framework may be limited, and the answer shows a basic knowledge of the chosen newspaper, provides some relevant exemplification and makes limited reference to how the newspaper relates to its readers. It shows a simple personal response, some limited understanding of some relevant ideas, theories, debates or information and a very basic use of terminology.

Level 2 (6-10 marks)

The ideas are presented in a mainly descriptive way and the answer shows a rudimentary knowledge of the chosen newspaper, possibly lacking relevant exemplification or making little reference to how the newspaper relates to its readers. It is a superficial response showing a rudimentary understanding of some relevant ideas, theories, debates or information.

Level 1 (0-5 marks)

There may be one or two isolated points of some relevance such as showing any knowledge or application of Key Concepts, making an attempt to answer the question, or providing exemplification. The answer shows next to no awareness of any ideas, theories, debates or information.