



AS MEDIA STUDIES
TEXTUAL TOPICS IN CONTEMPORARY MEDIA
MED2
JANUARY 2008
MARK SCHEME

POST-STANDARDISATION

Textual Topics in Contemporary Media (MED2)

- 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 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)

‘A function of film and broadcast fiction is to reassure audiences and confirm their beliefs and values.’

Discuss this statement in the light of at least two films OR at least two broadcast fiction texts.

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 a clear understanding of the ideological functions of fictional moving image texts. 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 texts, provides relevant contemporary exemplification and demonstrates satisfactory understanding of the ideological functions of fictional moving image texts. 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 chosen texts, provides relevant exemplification, some of which must be contemporary, and demonstrates adequate understanding of the ideological functions of fictional moving image texts. 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 the ideological functions of fictional moving image texts. It shows a simple personal response, 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 the functions of fictional moving image texts. 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.

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

(30 marks)

Consider in detail the ways in which one recent film OR one recent broadcast fiction text engages 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 appeal of the chosen text, provides relevant contemporary exemplification and demonstrates a clear understanding of how a text engages its audience. 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 appeal of the chosen text, provides relevant contemporary exemplification and demonstrates satisfactory understanding of how a text engages its audience. 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 appeal of the chosen text, provides relevant exemplification, some of which must be contemporary, and demonstrates adequate understanding of how a text engages its audience. 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 the appeal of the chosen text, provides some relevant exemplification and makes limited reference to how a text engages its audience. It shows a simple personal response, 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 appeal of the chosen text, possibly lacking relevant exemplification or making little reference to how a text engages its audience. 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.

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

(30 marks)

How and why do documentary makers use narrative and editing techniques to tell convincing stories?

Level 6 (26-30 marks)

The answer shows a confident conceptual exploration with a well developed discussion and a thorough knowledge of chosen texts, provides relevant exemplification and demonstrates a clear understanding of how and why narrative and editing techniques are used in documentaries. 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 texts, provides relevant exemplification and demonstrates satisfactory understanding of how and why narrative and editing techniques are used in 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 chosen texts, provides relevant exemplification and demonstrates adequate understanding of how and why narrative and editing techniques are used in 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 chosen texts, provides some relevant exemplification and makes limited reference to narrative and editing techniques used in documentaries. It shows a simple personal response, 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 texts, possibly lacking relevant exemplification or making little reference to narrative and editing techniques used in 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.

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

(30 marks)

‘Many documentaries are made with a pre-set agenda.’

Do you agree? Support your argument with examples.

Level 6 (26-30 marks)

The answer shows a confident conceptual exploration with a well developed discussion and a thorough knowledge of chosen texts, provides relevant exemplification and demonstrates a clear understanding of how and why documentaries may or may not be made with a pre-set agenda. 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 texts, provides relevant exemplification and demonstrates satisfactory understanding of how and why documentaries may or may not be made with a pre-set agenda. 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 texts, provides relevant exemplification and demonstrates adequate understanding of how and why documentaries may or may not be made with a pre-set agenda. 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 or why documentaries may or may not be made with a pre-set agenda. It shows a simple personal response, 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, often lacking relevant exemplification or making little reference to how or why documentaries may or may not be made with a pre-set agenda. 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.

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

(30 marks)

‘TV is the most efficient way to change people’s brand perceptions.’

(Jonathan Campbell, group account director at Wieden+Kennedy, London, in

***Media Guardian*, 9 January 2006.)**

How far do you agree? Refer to a recent campaign or campaigns to support your views.

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 a clear understanding of how television (amongst other advertising platforms) attempts to change people’s brand perceptions. 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 texts, provides relevant contemporary exemplification and demonstrates satisfactory understanding of how television (amongst other advertising platforms) attempts to change people’s brand perceptions. 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 texts, provides relevant exemplification, some of which must be contemporary, and demonstrates adequate understanding of how television (amongst other advertising platforms) attempts to change people’s brand perceptions. 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 television affects people’s brand perceptions. It shows a simple personal response, 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 television affects people’s brand perceptions. 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.

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

(30 marks)

Analyse the techniques used in a recent advertising or marketing campaign to reach and appeal to its target audience.

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 a clear understanding of how the techniques used in a campaign are designed to reach and appeal to target audiences. 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 texts, provides relevant contemporary exemplification and demonstrates satisfactory understanding of how the techniques used in a campaign are designed to reach and appeal to target audiences. 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 how the techniques used in a campaign are designed to reach and appeal to target audiences. 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 the techniques used in a campaign reach and/or appeal to target audiences. It shows a simple personal response, 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 the techniques used in a campaign. 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.

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

(30 marks)

How far, in your view, do newspapers strike the right balance between the public interest and individual privacy?

Provide recent examples to support your argument.

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 a clear understanding of ethical debates around press coverage. 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 texts, provides relevant contemporary exemplification and demonstrates satisfactory understanding of ethical debates around press coverage. 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 the chosen texts, provides relevant exemplification, some of which must be contemporary, and demonstrates adequate understanding of ethical debates around press coverage. 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 debates around press coverage. It shows a simple personal response, 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 debates around press coverage. 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.

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

(30 marks)

Why do people still read newspapers?

Refer in detail to two newspapers in your answer.

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 a clear understanding of how and why readers consume newspapers. 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 texts, provides relevant contemporary exemplification and demonstrates satisfactory understanding of how and why readers consume newspapers. 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 texts, provides relevant exemplification, some of which must be contemporary, and demonstrates adequate understanding of how and why readers consume newspapers. 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 and/or why readers consume newspapers. It shows a simple personal response, 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 and/or why readers consume newspapers. 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.