



General Certificate of Education

Media Studies 5571

Unit 2 MED2

Mark Scheme

2007 examination - June 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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Set and published by the Assessment and Qualifications Alliance.

AS MEDIA STUDIES

UNIT 2: TEXTUAL TOPICS IN CONTEMPORARY MEDIA (MED2)

MARK SCHEME (JUNE 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)

Provide a detailed analysis of the ways in which one recent film or broadcast fiction text can be said to be original and/or innovative.

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 contemporary exemplification and demonstrates a clear understanding of how aspects of text are original and/or innovative. 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 text, provides relevant contemporary exemplification and demonstrates satisfactory understanding of how aspects of text are original and/or innovative. 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 text, provides relevant exemplification, some of which must be contemporary and demonstrates adequate understanding of how aspects of text are original and/or innovative. 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 how aspects of text are original and/or innovative. 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, possibly lacking relevant exemplification or making little reference to how aspects of text are original and/or innovative. 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)

In most films the narrative follows set patterns. The same can be said to apply to most broadcast fiction.

By referring to either two or more recent films or two or more recent broadcast fiction texts, discuss how and why this is so.

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 narratives do or do not follow patterns. 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 narratives do or do not follow patterns. 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 how and why narratives do or do not follow patterns. 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 chosen texts, provides some relevant exemplification and makes limited reference to how narratives do or do not follow patterns. 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 narratives do or do not follow patterns. 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)

“The best documentaries force us to confront serious issues.”

Consider two documentaries in the light of this statement. Give detailed textual 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 exemplification and demonstrates a clear understanding of how documentaries do or do not deal with serious issues. 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 documentaries do or do not deal with serious issues. 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 documentaries do or do not deal with serious issues. 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 documentaries do or do not deal with serious issues. 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 documentary documentaries do or do not deal with serious issues. 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)

Account for the view that the producers of reality TV shows exploit ordinary people.

Provide examples from a range of programmes.

Level 6 (26-30 marks)

The answer shows a confident conceptual exploration with a well developed discussion and a thorough knowledge of reality TV shows, provides relevant contemporary exemplification and demonstrates a clear understanding of the relationship between reality TV shows and ordinary 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 reality TV shows, provides relevant contemporary exemplification and demonstrates satisfactory understanding of the relationship between reality TV shows and ordinary people. 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 reality TV shows, provides relevant exemplification and demonstrates adequate understanding of the relationship between reality TV shows and ordinary 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 reality TV shows, provides some relevant exemplification and makes limited reference to the relationship between reality TV shows and ordinary 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 reality TV shows, often lacking relevant exemplification or making little reference to the relationship between reality TV shows and ordinary 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 (a)

(30 marks)

Marketing campaigns are conducted in the areas of social concern and politics, as well as for products and people.

Choosing any one of these areas, identify and analyse the promotional tactics used in a campaign or campaigns 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 tactics, provides relevant contemporary exemplification and demonstrates clear understanding of how such tactics are used. 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 tactics, provides relevant contemporary exemplification and demonstrates satisfactory understanding of how such tactics are used. 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 tactics, provides relevant exemplification, some of which must be contemporary and demonstrates adequate understanding of how such tactics are used. 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 tactics, provides some relevant exemplification and makes limited reference to how such tactics are used. 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 tactics, possibly lacking relevant exemplification or making little reference to how such tactics are used. 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)

“Reacting to consumers’ changing desires and lifestyle choices is fundamental to the continual success of a brand.”

**JULIA GOLDIN, Marketing Director of Coca-Cola, Great Britain, in G2, *The Guardian*,
9 May 2005**

Refer in detail to one recent campaign you have studied, explaining how these ideas have been put into practice.

Level 6 (26-30 marks)

The answer shows a confident conceptual exploration with a well developed discussion and a thorough knowledge of the chosen campaign, provides relevant contemporary exemplification and demonstrates clear understanding of how the marketing of brands responds to change. 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 campaign, provides relevant contemporary exemplification and demonstrates satisfactory understanding of how the marketing of brands responds to change. 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 campaign, provides relevant exemplification, some of which must be contemporary and demonstrates adequate understanding of how the marketing of brands responds to change. 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 campaign, provides some relevant exemplification and makes limited reference to how the marketing of brands responds to change. 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 campaign, possibly lacking relevant exemplification or making little reference to how the marketing of brands responds to change. 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)

What do British newspapers regard as newsworthy?

Support your answer with detailed examples of recent news stories from at least two newspapers.

Level 6 (26-30 marks)

The answer shows a confident conceptual exploration with a well developed discussion and a thorough knowledge of the chosen news stories from two newspapers, provides relevant contemporary exemplification and demonstrates clear understanding of how news values influence the selection and presentation of news. 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 news stories from two newspapers, provides relevant contemporary exemplification and demonstrates satisfactory understanding of how news values influence the selection and presentation of news. 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 news stories from two newspapers, provides relevant exemplification, some of which must be contemporary and demonstrates adequate understanding of how news values influence the selection and presentation of news. 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 news stories, provides some relevant exemplification and makes limited reference to how news values influence the selection and presentation of news. 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 news stories, possibly lacking relevant exemplification or making little reference to how news values influence the selection and presentation of news. 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)

Some newspapers have been accused of whipping up prejudice and fuelling dangerous panics.

Is this a fair criticism? Consider recent press coverage of an issue or story to support your view.

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(s), provides relevant contemporary exemplification and demonstrates a clear understanding of the debates about 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 text(s), provides relevant contemporary exemplification and demonstrates satisfactory understanding of the debates about press coverage. 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 text(s), provides relevant exemplification, some of which must be contemporary and demonstrates adequate understanding of the debates about 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 text(s), provides some relevant exemplification and makes limited reference of the debates about press coverage. 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(s), possibly lacking relevant exemplification or making little reference to the debates about 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, 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.