



ASSESSMENT and  
QUALIFICATIONS  
ALLIANCE

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# Mark scheme January 2004

## GCE

# Media Studies

## Unit MED4

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**A2 MEDIA STUDIES****TEXTS AND CONTEXTS IN THE MEDIA (MED4)****MARK SCHEME – JANUARY 2004****Assessment Objectives tested: A01, A02, A03i**

*A01 Demonstrate knowledge and application of the Key Concepts employed within Media Studies and the evaluation of texts and ideas using Key Concepts.*

*A02 Demonstrate knowledge and application of the wider contexts (historical, social, political, economic) relevant to Media Studies.*

*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 purposes 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**

Confident and thorough knowledge and flexible application of the Key Concepts to texts, issues, ideas, debates and their relevant contexts. Confident evaluation of texts and ideas using the Key Concepts. Detailed and confident 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. Confident detailed personal evaluation of texts or issues where relevant. Sophisticated knowledge and application of relevant historical, political, social and economic contexts. Thorough appreciation of the contextual demands and implications of the questions asked. Confident and appropriate evidence of critical autonomy and independent thinking, particularly in relating texts to a range of wider contexts. Confident understanding of major principles and an ability to apply them. Detailed exemplification of arguments/principles from a wide range of sources. Fluently written and clearly organised and presented.

**Level 5 21- 25 marks**

Competent knowledge and application of the Key Concepts to texts, issues, ideas, debates and their wider contexts. Competent evaluation of texts and ideas using the Key Concepts. Proficient knowledge and application of relevant major ideas, theories, debates and information. Competent evaluation of relevant major ideas, theories, debate and information on the basis of the available evidence. Competent, detailed and appropriate personal evaluation of texts or issues where relevant. Proficient knowledge and application of relevant historical, political, social and economic contexts. A competent appreciation of the contextual demands and implications of the questions asked. Competent and appropriate evidence of critical autonomy and independent thinking, particularly in relating texts to a range of wider contexts. Proficient understanding of major principles and an ability to apply them. Well illustrated with arguments/principles from a range of sources. Well written and clearly organised and presented.

**Level 4 16 – 20 marks**

Sound knowledge and application of the Key Concepts to texts, issues, ideas, debates and their wider contexts. 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, based on sound evidence. Competent knowledge and application of relevant historical, political, social and economic contexts. A sound appreciation of the contextual demands and implications of the questions asked. Some evidence of critical autonomy and independent thinking, particularly in relating texts to a range of wider contexts. Some understanding of major principles and an ability to apply them. Sound exemplification of arguments/principles from a range of sources. Clearly written and competently organised and presented.

**Level 3 11 – 15 marks**

Some knowledge of the Key Concepts but some difficulty in applying them, especially to wider contexts. Some evaluation of texts and ideas using the Key Concepts. Sound knowledge and some application of relevant major ideas, theories, debates and information. Basic evaluation of the relevant major ideas, theories, debates and information on the basis of available evidence. Some personal evaluation of texts or issues where relevant. Evidence may be thin. Some knowledge of relevant historical, political, social and economic contexts, but application to texts may be sketchy. Some appreciation of the contextual demands and implications of the questions asked. Little evidence of critical autonomy and independent thinking, particularly in relating texts to a range of wider contexts. Sketchy understanding and weak application of major principles. Some exemplification of arguments/principles from a narrow range of sources. Writing generally will be clear in spite of some errors of grammar and syntax, and there should be evidence of basic organisational competence.

**Level 2 6 – 10 marks**

Basic knowledge and application of the Key Concepts. Simplistic evaluation of texts and ideas using the Key Concepts. Evidence may be sketchy. Basic knowledge and application of relevant major ideas, theories, debates and information. Simplistic evaluation of relevant major ideas, theories, debates and information, although this may be perfunctory with little attempt to organise the evidence. Some personal evaluation of texts or issues where relevant, but based on sketchy evidence. Weak knowledge and appreciation of relevant historical, political, social and economic contexts. Weak appreciation of the contextual demands and implications of the questions asked. Weak exemplification of arguments/principles from a very limited range of sources. Written 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 above. 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 knowledge or application of relevant wider contexts
- (v) any attempt to answer the question
- (vi) any relevant exemplification.

## Question Specific Criteria and Mark Scheme

### Question 1(a)

(30 marks)

How do you account for the decline in the mass audience for news?

Level	A01	A02	A03i
	<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 and application of the wider contexts (historical, social, political, economic) relevant to Media Studies</i>	<i>Demonstrate knowledge, application and evaluation of major ideas, theories, debates and information relevant to the study of contemporary media</i>
<b>6</b> 26-30 marks	Confident and thorough knowledge and application accounting for the decline in the mass audience for news, showing sophisticated knowledge and application of relevant Key Concepts.  Detailed exemplification, from a wide range of sources.	Confident and appropriate evaluation of the situation, referencing a wide range of contextual influences (for example social, economic, institutional and ideological).  Confident evaluation which is personal but is based upon some consideration of current ideas and wider contextual factors.	Detailed illustration using examples throughout answer, which will display a comprehensive knowledge of current ideas, debates and information about news.  Thorough evaluation and good personal response.  Fluently written and clearly organised and presented.
<b>5</b> 21-25 marks	Competent knowledge and application accounting for the decline in the mass audience for news, showing proficient knowledge and application of relevant Key Concepts.  Competent exemplification, from a wide range of sources.	Competent and appropriate evaluation of the situation, referencing a wide range of contextual influences (for example social, economic, institutional and ideological).  Proficient evaluation which is personal but is based upon some consideration of current ideas and contextual factors.	Good illustration using examples throughout answer, which will display a proficient knowledge of current ideas, debates and information about news.  Clear and engaged personal response.  Well written and clearly organised and presented.
<b>4</b> 16-20 marks	Sound knowledge and application accounting for the decline in the mass audience for news, showing solid knowledge and application of relevant Key Concepts.  Sound exemplification, from a range of sources.	Sound evaluation of the situation, referencing a wide range of contextual influences (for example social, economic, institutional and ideological).  Sound evaluation which is personal, but is based upon some consideration of current ideas or wider contextual factors	Competent illustration via examples throughout answer, which will display a solid knowledge of current ideas, debates and information about news.  Generally sound personal response.  Clearly written and competently organised and presented.  <a href="http://www.theallpapers.com">www.theallpapers.com</a>

**Question 1(a) Continued.**

<b>3</b> 11-15 marks	Some knowledge and application accounting for the decline in the mass audience for news, showing some knowledge and application of Key Concepts.  Some exemplification.	Some evaluation of the situation, though this may be superficial and confined to one or two contextual factors.  Personal evaluation, but with some consideration of wider contexts.	Some illustration via examples which will display sketchy knowledge of current ideas, debates and information about news.  Simple personal response, though arguments may be undeveloped.  Writing generally will be clear in spite of some errors of grammar and syntax, and there should be evidence of basic organisational competence.
<b>2</b> 6-10 marks	Basic knowledge and application accounting for the decline in the mass audience for news. Key Concepts may be evident.  Little exemplification.	Accounting for situation may be confined to one broad explanation.  Evaluation is weak, personal and unsubstantiated.	Sketchy illustration, showing little awareness of current ideas, debates and information about news.  Superficial and/or confused response.  Written material will be presented clearly, though there may some irrelevancy, and overall coherence and organisation may be weak.
<b>1</b> 0-5 marks	There may be one or two isolated points of some relevance, which can be rewarded: <ul style="list-style-type: none"><li>- any knowledge or application of Key Concepts</li><li>- any attempt to answer the question</li><li>- any relevant exemplification</li></ul>	No awareness of any wider contexts.	Next to no awareness of any ideas, theories, debates and information.

**Question 1(b)****(30 marks)****Why are some news stories given priority over others?****Illustrate your answer with examples.**

<b>Level</b>	<b>A01</b>	<b>A02</b>	<b>A03i</b>
	<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 and application of the wider contexts (historical, social, political, economic) relevant to Media Studies</i>	<i>Demonstrate knowledge, application and evaluation of major ideas, theories, debates and information relevant to the study of contemporary media</i>
<b>6</b> 26-30 marks	Confident demonstration of knowledge, application and evaluation of issues related to the selection of news. Shows sophisticated knowledge of Key Concepts.  Confident demonstration of knowledge, application and evaluation of the process of news selection and prioritising.	Sophisticated and appropriate knowledge and application of wider contexts in explaining the importance of news selection and prioritisation.	Detailed exemplification throughout, which will display a comprehensive knowledge of current ideas, debates and theories on news selection.  Thorough evaluation and good personal response.  Fluently written and clearly organised and presented.
<b>5</b> 21-25 marks	Competent demonstration of knowledge, application and evaluation of issues related to the selection of news. Shows proficient knowledge of Key Concepts.  Competent demonstration of knowledge, application and evaluation of the process of news selection and prioritising.	Competent and appropriate knowledge and application of wider contexts in explaining the importance of news selection and prioritisation.	Good exemplification throughout, which will display a proficient knowledge of current ideas, debates and theories on news selection.  Clear and engaged personal response.  Well written and clearly organised and presented.
<b>4</b> 16-20 marks	Sound demonstration of knowledge, application and evaluation of issues related to the selection of news. Shows solid knowledge of Key Concepts.  Sound demonstration of knowledge, application and evaluation of the process of news selection and prioritising.	Sound and appropriate knowledge and application of wider contexts in explaining the importance of news selection and prioritisation.	Sound exemplification, though illustration may be sketchy, which will display a solid knowledge of current ideas, debates and information about news selection.  Generally sound personal response.  Clearly written and competently organised and presented.

**Question 1(b) Continued.**

<p><b>3</b> 11-15 marks</p>	<p>Some demonstration of knowledge, application and evaluation of issues related to the selection of news. Shows knowledge and application of some relevant Key Concepts.</p> <p>Some demonstration of knowledge, application and evaluation of the process of news selection and prioritising.</p>	<p>Some knowledge of wider contexts in explaining the importance of news selection and prioritisation. Some points of relevance made but not in any depth.</p>	<p>Some exemplification, though may be patchy. Some points satisfactorily illustrated, displaying sketchy knowledge of current ideas, debates and theories on news selection.</p> <p>Simple personal response, though arguments may be undeveloped.</p> <p>Writing generally will be clear in spite of some errors of grammar and syntax, and there should be evidence of basic organisational competence.</p>
<p><b>2</b> 6-10 marks</p>	<p>Basic demonstration of knowledge, application and evaluation of issues related to the selection of news.</p> <p>Some broadly based points made, but some difficulty experienced in explaining importance of news selection and prioritisation.</p>	<p>Simplistic knowledge and application of wider contexts in explaining the importance of news selection and prioritisation.</p>	<p>Patchy exemplification, generally lacking in detail and specificity, displaying little awareness of current ideas, debates and theories on news selection.</p> <p>Superficial and/or confused response.</p> <p>Written material will be presented clearly, though there may be some irrelevancy, and overall coherence and organisation may be weak.</p>
<p><b>1</b> 0-5 marks</p>	<p>There may be one or two isolated points of some relevance, which can be rewarded:</p> <ul style="list-style-type: none"> <li>- any knowledge or application of Key Concepts</li> <li>- any attempt to answer the question</li> <li>- any relevant exemplification</li> </ul>	<p>No awareness of any wider contexts.</p>	<p>Next to no awareness of any ideas, theories, debates and information.</p>

**Question 2(a)****(30 marks)****Does media stereotyping always marginalise whole groups of people?****Illustrate your answer with examples.**

<b>Level</b>	<b>A01</b>	<b>A02</b>	<b>A03i</b>
	<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 and application of the wider contexts (historical, social, political, economic) relevant to Media Studies</i>	<i>Demonstrate knowledge, application and evaluation of major ideas, theories, debates and information relevant to the study of contemporary media</i>
<b>6</b> 26-30 marks	Detailed and thorough knowledge and application of how stereotypes are used within the media.  Detailed exemplification throughout, showing confident knowledge and application of Key Concepts.	Detailed and confident referencing of a wide range of contextual factors, whilst exploring the arguments around stereotypes marginalising whole groups of people.	Detailed exemplification throughout, which will display a comprehensive knowledge of current ideas, debates, theories and information on representations/stereotypes.  Thorough evaluation and good personal response.  Fluently written and clearly organised and presented.
<b>5</b> 21-25 marks	Competent knowledge and application of how stereotypes are used within the media.  Proficient exemplification throughout, showing competent knowledge and application of Key Concepts.	Competent and appropriate referencing of a wide range of contextual factors, whilst exploring the arguments around stereotypes marginalising whole groups of people.	Competent exemplification throughout, which will display a proficient knowledge of current ideas, debates, theories and information on representations/stereotypes.  Clear and engaged personal response.  Well written and clearly organised and presented.
<b>4</b> 16-20 marks	Sound knowledge and application of how stereotypes are used within the media.  Knowledge and application of Key Concepts may be implicit but generally sound.  Sound exemplification throughout.	Sound and appropriate referencing of a wide range of contextual factors, whilst exploring the arguments around stereotypes marginalising whole groups of people.	Sound exemplification, though illustration may be sketchy, displaying a solid knowledge of current ideas, debates, theories and information on representations/stereotypes.  Generally sound personal response.  Clearly written and competently organised and presented.



**Question 2(a) Continued.**

<p><b>3</b> 11-15 marks</p>	<p>Some knowledge and application of how stereotypes are used within the media.  Exemplification may be sketchy or narrow and make little use explicit or implicit use of Key Concepts.</p>	<p>Some referencing of contextual factors whilst exploring arguments around stereotypes marginalising whole groups of people.</p>	<p>Sketchy or narrow exemplification. Some points satisfactorily illustrated, displaying sketchy knowledge of current ideas, debates, theories and information on representations/stereotypes.  Simple personal response, though arguments may be undeveloped.  Writing generally will be clear in spite of some errors of grammar and syntax, and there should be evidence of basic organisational competence.</p>
<p><b>2</b> 6-10 marks</p>	<p>Basic or little knowledge or application of how stereotypes are used within the media.  Some basic exemplification.</p>	<p>Little referencing of contextual factors in evaluating arguments around stereotypes marginalising whole groups of people.</p>	<p>Some basic exemplification, but generally lacking in detail, displaying little awareness of current ideas, debates, theories and information on representations/stereotypes.  Superficial and/or confused response.  Written material will be presented clearly, though there may be some irrelevancy, and overall coherence and organisation may be weak.</p>
<p><b>1</b> 0-5 marks</p>	<p>There may be one or two isolated points of some relevance, which can be rewarded:</p> <ul style="list-style-type: none"> <li>- any knowledge or application of Key Concepts</li> <li>- any attempt to answer the question</li> <li>- any relevant exemplification</li> </ul>	<p>No awareness of any wider contexts.</p>	<p>Next to no awareness of any ideas, debates, theories and information.</p>

**Question 2(b)****(30 marks)****“Media representations of the world can appear so natural that we can easily see them as real.”****Discuss this quote with reference to one social group or place that you have studied.**

<b>Level</b>	<b>A01</b>	<b>A02</b>	<b>A03i</b>
	<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 and application of the wider contexts (historical, social, political, economic) relevant to Media Studies</i>	<i>Demonstrate knowledge, application and evaluation of major ideas, theories, debates and information relevant to the study of contemporary media</i>
<b>6</b> 26-30 marks	Sophisticated discussion of representation of social group/place, using Key Concepts.  Confident and thorough categorisation and analysis of representations.  Thorough exemplification, detailed and specific, showing evidence of originality or critical engagement.	A wide range of contextual factors covered (e.g. social, economic and political status of group/place within media institutions, historical and ideological influences).	Confident emphasis upon contemporary or relatively recent representations. Thorough evaluation of how the group/place is represented, displaying a comprehensive knowledge of current ideas, theories, debates and information on representations.  Thorough evaluation and good personal response.  Fluently written and clearly organised and presented.
<b>5</b> 21-25 marks	Competent discussion of representation of social group/place, using Key Concepts.  Competent and appropriate categorisation and analysis of representations.  Proficient exemplification, argument is well supported by specific examples.	A range of contextual factors covered (e.g. social, economic and political status of group/place within media institutions, historical and ideological influences).	Competent emphasis upon contemporary or relatively recent representations. Proficient account of how the group/place is represented, displaying a competent knowledge of current ideas, theories, debates and information on representations.  Clear and engaged personal response.  Well written and clearly organised and presented.

**Question 2(b) Continued.**

<p><b>4</b> 16-20 marks</p>	<p>Sound discussion of representation of social group/place, using Key Concepts. Some appropriate categorisation and analysis of representations. Sound exemplification, competent illustration rather than detailed or wide ranging.</p>	<p>A number of factors covered (e.g. social, economic and political status of the group/place within media institutions, historical and ideological influences).</p>	<p>An emphasis upon contemporary or relatively recent representations. Sound account of how group/place is represented, displaying a solid knowledge of current ideas, theories, debates and information on representations. Generally sound personal response. Clearly written and competently organised and presented.</p>
<p><b>3</b> 11-15 marks</p>	<p>Some account of how social group/place is represented, but with some important telling points. Some use of Key Concepts. Categorisation of group/place is limited or superficial.</p>	<p>Some specific knowledge of contextual factors.</p>	<p>Little emphasis upon contemporary or relatively recent representations. Either one factor of how the group/place is represented with sound supportive detail or more than one factor with sketchy supportive detail, displaying sketchy knowledge of current ideas, theories, debates and information on representations. Simple personal response, though arguments may be undeveloped. Writing generally will be clear in spite of some errors of grammar and syntax, and there should be evidence of basic organisational competence.</p>
<p><b>2</b> 6-10 marks</p>	<p>Partial and fragmented account of how social group/place is represented. Some relevant points made but with little sense of coherence. Little use of Key Concepts. Little attempt to categorise the representations of group or place.</p>	<p>Little convincing knowledge of contextual factors.</p>	<p>No emphasis on contemporary representations. Examples are limited, conventional and dated. They may not always exemplify the points being made. How the group/place is represented is superficial and lacking in detail, displaying little awareness of current ideas, theories, debates and information on representations. Superficial and/or confused response. Written material will be presented clearly, though there may be some irrelevant material.</p>

**Question 2(b) Continued.**

<p><b>1</b> 0-5 marks</p>	<p>There may be one or two isolated points of some relevance, which can be rewarded:</p> <ul style="list-style-type: none"><li>- any knowledge or application of Key Concepts</li><li>- any attempt to answer the question</li><li>- any relevant exemplification</li></ul>	<p>No awareness of any wider contexts.</p>	<p>Next to no awareness of any ideas, theories, debates and information.</p>
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**Question 3(a)**

**(30 marks)**

**“Audiences feel safe with the idea of genre.” How far do you feel this statement to be true?**

**Discuss with examples.**

Level	A01	A02	A03i
	<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 and application of the wider contexts (historical, social, political, economic) relevant to Media Studies</i>	<i>Demonstrate knowledge, application and evaluation of major ideas, theories, debates and information relevant to the study of contemporary media</i>
<b>6</b> 26-30 marks	Detailed and thorough knowledge and application of media genres. Confident coverage of more than one medium where appropriate. Detailed exemplification of targeting audiences, demonstrating knowledge and application of Key Concepts.	Confident account of how far audiences feel safe with genre, drawing on relevant economic, institutional and audience contexts. Clear and detailed discussion of targeting audiences, drawing on relevant social and audience contexts.	Detailed exemplification throughout which will display a comprehensive knowledge of current ideas, theories, debates and information on genre. Thorough evaluation and good personal response. Fluently written and clearly organised and presented.
<b>5</b> 21-25 marks	Competent and appropriate knowledge and application of media genres. Proficient coverage of more than one medium where appropriate. Competent exemplification of targeting audiences, demonstrating knowledge and application of Key Concepts.	Competent account of how far audiences feel safe with genre, drawing on relevant economic, institutional and audience contexts. Clear discussion of targeting audiences, drawing on relevant social and audience contexts.	Competent exemplification throughout which will display a proficient knowledge of current ideas, theories, debates and information on genre. Clear and engaged personal response. Well written and clearly organised and presented.
<b>4</b> 16-20 marks	Sound knowledge and application of media genres. Some coverage of more than one medium where appropriate. Sound exemplification of targeting audiences, demonstrating knowledge and application of	Sound account of how far audiences feel safe with genre, drawing on relevant economic, institutional and audience contexts. Some discussion of targeting audiences, drawing on some relevant social and audience contexts.	Sound exemplification throughout which will display a solid knowledge of current ideas, theories, debates and information on genre. Generally sound personal response. Clearly written and competently organised and presented.

**Question 3(a) Continued.**

<b>3</b> 11-15 marks	Some knowledge and application of media genres. Some exemplification of targeting audiences, some use of Key Concepts.	Limited account of how far audiences feel safe with genre, drawing on some contexts.	Some exemplification throughout which will display a sketchy knowledge of current ideas, theories, debates and information on genre. Simple personal response, though arguments may be undeveloped. Writing generally will be clear in spite of some errors of grammar and syntax, and there should be evidence of basic organisational competence.
<b>2</b> 6-10 marks	Partial and fragmented knowledge and application of media genres. Basic exemplification, and little use of Key Concepts.	No convincing knowledge of the importance of how far audiences feel safe with genre. Little reference to contexts.	Exemplification is limited and dated and may be irrelevant. Superficial and/or confused response. Written material will be presented clearly, though there may be some irrelevancy, and overall coherence and organisation may be weak.
<b>1</b> 0-5 marks	There may be one or two isolated points of some relevance, which can be rewarded: <ul style="list-style-type: none"><li>- any knowledge or application of Key Concepts</li><li>- any attempt to answer the question</li><li>- any relevant exemplification</li></ul>	No awareness of any wider contexts	Next to no awareness of any ideas, theories, debates and information.

**Question 3(b)****(30 marks)****Is the concept of genre still a useful critical tool given the hybrid nature of contemporary texts?****Provide examples throughout your answer.**

<b>Level</b>	<b>A01</b>	<b>A02</b>	<b>A03i</b>
	<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 and application of the wider contexts (historical, social, political, economic) relevant to Media Studies</i>	<i>Demonstrate knowledge, application and evaluation of major ideas, theories, debates and information relevant to the study of contemporary media</i>
<b>6</b> 26-30 marks	Accomplished discussion of generic theory. Sophisticated analysis of contemporary genre. Confident and appropriate examples chosen to illustrate. Detailed textual analysis of examples using Key Concepts.	Thorough attempt to explore wider contextual issues (e.g. historical, social, political and ideological).	Detailed exemplification throughout which will display a comprehensive knowledge of current ideas, theories, debates and information on contemporary genre.  Thorough evaluation and good personal response.  Fluently written and clearly organised and presented.
<b>5</b> 21-25 marks	Competent discussion of generic theory. Competent analysis of contemporary genre. Well chosen and appropriate examples chosen to illustrate. Proficient textual analysis of examples using Key Concepts.	Competent attempt to explore wider contextual issues (e.g. historical, social, political and ideological).	Competent exemplification throughout which will display a proficient knowledge of current ideas, theories, debates and information on contemporary genre.  Clear and engaged personal response.  Well written and clearly organised and presented.
<b>4</b> 16-20 marks	Sound discussion of generic theory. Some analysis of contemporary genre. Sound exemplification, argument is well supported by specific examples. Some analysis of examples using Key Concepts.	Sound attempt to explore wider contexts.	Sound exemplification which will display some knowledge of current ideas, theories, debates and information on contemporary genre.  Generally sound personal response.  Clearly written and competently organised and presented.  <a href="http://www.theallpapers.com">www.theallpapers.com</a>

**Question 3(b) Continued.**

<b>3</b> 11-15 marks	Some account of generic theory. Basic analysis of contemporary genre. Some exemplification. Some use of Key Concepts.	Some awareness of contexts.	Limited exemplification with a sketchy knowledge of some ideas or theories on contemporary genre. Simple personal response, though arguments may be undeveloped. Writing generally will be clear in spite of some errors of grammar and syntax, and there should be evidence of basic organisational competence.
<b>2</b> 6-10 marks	Partial and fragmented account of generic theory. Little exemplification. Little use of Key concepts.	Little if any knowledge of contexts.	Examples are limited, conventional and dated. Little if any knowledge of ideas or theories on contemporary genre.
<b>1</b> 0-5 marks	There may be one or two isolated points of some relevance, which can be rewarded: <ul style="list-style-type: none"><li>- any knowledge or application of Key Concepts</li><li>- any attempt to answer the question</li><li>- any relevant exemplification</li></ul>	No awareness of any wider contexts	Next to no awareness of any ideas, theories, debates and information.



Question 4(a)

(30 marks)

TOP 10 ENTERTAINMENT						
	Title	Day	Start	Viewers (millions)	Channel	Last Week
1	Popstars: the Rivals	Sat	20.55	8.91	ITV 1	3
2	My Family	Thu	20.00	7.82	BBC 1	10
3	Celebrity Big Brother	Wed	21.00	7.60	C4	-
4	Who Wants/Millionaire?	Sat	19.55	7.41	ITV 1	1
5	An Audience/Donny Osmond	Sat	21.20	7.37	ITV 1	-
6	After They/Famous: Grease	Tue	21.00	7.28	ITV 1	-
7	Popstars: the Rivals	Sat	18.55	7.18	ITV 1	4
8	The National Lottery - Jetset	Sat	19.30	6.33	BBC 1	5
9	Have I Got News for You	Fri	21.30	6.17	BBC 1	-
10	Blind Date	Sat	18.00	6.04	ITV 1	6

Discuss what this table tells us about the viewing habits of the British public.

Level	A01	A02	A03i
	<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 and application of the wider contexts (historical, social, political, economic) relevant to Media Studies</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	Clear and detailed discussion of the ratings chart, accounting for the popularity of reality TV.  Exemplification is detailed and specific and makes full use of Key Concepts.	A wide range of economic, social and institutional factors are covered.	Detailed exemplification throughout which will display a comprehensive knowledge of current ideas, theories, debates and information about audiences.  Thorough evaluation and good personal response.  Fluently written and clearly organised and presented.

**Question 4(a) Continued.**

<b>5</b> 21-25 marks	Competent and appropriate discussion of the ratings chart, accounting for the popularity of reality TV.  Exemplification is well supported by specific examples, and makes use of Key Concepts.	A range of economic, social and institutional factors are covered.	Competent exemplification throughout displaying proficient knowledge of current ideas, theories, debates and information about audiences.  Clear and engaged personal response.  Well written and clearly organised and presented.
<b>4</b> 16-20 marks	Sound discussion of the ratings chart, accounting for the popularity of reality TV.  Sound exemplification with reference to a range of relevant programmes, and uses Key Concepts.	A number of contextual factors covered.	Sound exemplification, displaying some knowledge of current ideas, theories, debates and information on audience.  Generally sound personal response.  Clearly written and competently organised and presented.
<b>3</b> 11-15 marks	Some discussion of the ratings chart, accounting for the popularity of reality TV.  Some use of Key Concepts.	Some sketchy knowledge of contextual factors.	Some exemplification, but little emphasis on current ideas, theories, debates and information on audience.  Simple personal response, though arguments may be undeveloped.  Writing generally will be clear in spite of some errors of grammar and syntax, and there should be evidence of basic organisational competence.
<b>2</b> 6-10 marks	Partial and fragmented discussion of the ratings chart, with some accounting for the popularity of reality TV.  Little use of Key Concepts.	No convincing knowledge of contextual factors.	Little to no emphasis on current ideas, theories, debates and information on audience.  Superficial and/or confused response.  Written material will be presented clearly, though there may be some irrelevancy, and overall coherence and organisation may be weak.

**Question 4(a) Continued.**

<b>1</b> 0-5 marks	There may be one or two isolated points of some relevance, which can be rewarded: <ul style="list-style-type: none"><li>- any knowledge or application of Key Concepts</li><li>- any attempt to answer the question</li><li>- any relevant exemplification</li></ul>	No awareness of any wider contexts.	Next to no awareness of any ideas, theories, debates and information.
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**Question 4(b)**

*(30 marks)*

**“We must get away from the habit of thinking in terms of what the media do to people and substitute for it the idea of what people do with the media.”  
(James Halloran, 1970)**

**What did Halloran mean by this statement and in what ways is it still relevant to your own media consumption?**

Level	A01	A02	A03i
	<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 and application of the wider contexts (historical, social, political, economic) relevant to Media Studies</i>	<i>Demonstrate knowledge, application and evaluation of major ideas, theories, debates and information relevant to the study of contemporary media</i>
<b>6</b> 26-30 marks	Sophisticated knowledge and application of the meaning of the quote, with an emphasis on active audiences.  Key Concepts utilised clearly and relevantly.	A wide range of contextual factors referenced and discussed.	Detailed assessment of theory and own media consumption which will display a comprehensive knowledge of current ideas, theories and debates about audience.  Thorough evaluation and good personal response.  Fluently written and clearly organised and presented.
<b>5</b> 21-25 marks	Competent knowledge and application of the meaning of the quote, with an emphasis on active audiences.  Key Concepts utilised well.	A range of contextual factors referenced.	Competent assessment of theory and own media consumption which will display proficient knowledge of current ideas, theories and debates about audience.  Clear and engaged personal response.  Well written and clearly organised and presented.
<b>4</b> 16-20 marks	Sound knowledge and application of the meaning of the quote, with an emphasis on active audiences.  Sound use of Key Concepts.	A number of contextual factors covered.	Sound assessment of theory, and own media consumption, displaying some knowledge of current ideas, theories and debates about audience.  Generally sound personal response.  Clearly written and competently organised and presented.

**Question 4(b) Continued.**

<b>3</b> 11-15 marks	Some knowledge and application of the meaning of the quote, with reference to active audience.  Some use of Key Concepts.	Some contextual factors covered.	Some assessment of theory, and own media consumption, but displaying little knowledge of current ideas, theories and debates about audience.  Simple personal response, though arguments may be undeveloped.  Writing generally will be clear in spite of some errors of grammar and syntax, and there should be evidence of basic organisational competence.
<b>2</b> 6-10 marks	Partial and fragmented knowledge and application of the meaning of the quote, may be a reference to active audience.  Little use of Key Concepts.	Little to no knowledge of contextual factors.	Little to no assessment of theory and own media consumption.  Superficial and/or confused response.  Written material will be presented clearly, though there may be some irrelevancy, and overall coherence and organisation may be weak.
<b>1</b> 0-5 marks	There may be one or two isolated points of some relevance, which can be rewarded: <ul style="list-style-type: none"><li>- any knowledge or application of Key Concepts</li><li>- any attempt to answer the question</li><li>- any relevant exemplification</li></ul>	No awareness of any wider contexts.	Next to no awareness of any ideas, theories, debates and information.