

GCE 2004
June Series



Mark Scheme

Media Studies (MED4)

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.

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Dr. Michael Cresswell Director General

A2 MEDIA STUDIES (MED4)**MARK SCHEME - JUNE 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. Basic 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. Limited 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. Some 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)

Newspaper circulation figures are on a downward trend. To what extent are newspaper websites part of this decline?

Discuss.

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	Confident and thorough knowledge and illustration of recent trends in news, and the impact of news websites, showing sophisticated knowledge and application of relevant Key Concepts.	Confident 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 displays a comprehensive knowledge of current ideas, debates and information about news. Thorough evaluation and good personal response. Fluently written and clearly organised and presented.
5 21-25 marks	Competent knowledge and illustration of recent trends in news, and the impact of news websites, showing proficient knowledge and application of the Key Concepts.	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 wider contextual factors.	Good illustration using examples throughout answer, which displays a proficient knowledge of current ideas, debates and information about news. Clear and engaged personal response. Well written and clearly organised and presented.

Question 1(a) Continued.

Level	A01	A02	A03i
<p>4 16-20 marks</p>	<p>Sound knowledge and illustration of recent trends in news, and the impact of news websites, showing solid knowledge and application of the Key Concepts.</p>	<p>Sound evaluation of the situation, referencing a wide range of contextual influences (for example, social, economic, institutional and ideological).</p> <p>Sound evaluation which is personal, but is based upon some consideration of current ideas or wider contextual factors.</p>	<p>Competent illustration via examples throughout answer, which displays a solid knowledge of current ideas, debates and information about news.</p> <p>Generally sound personal response.</p> <p>Clearly written and competently organised and presented.</p>
<p>3 11-15 marks</p>	<p>Some knowledge and illustration of recent trends in news, and the impact of news websites, showing knowledge and application of some relevant Key Concepts.</p>	<p>Some evaluation of the situation, though this may be superficial and confined to one or two contextual factors.</p> <p>Personal evaluation, but with some consideration of wider evidence.</p>	<p>Some illustration via examples which displays sketchy knowledge of current ideas, debates and information about news.</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>2 6-10 marks</p>	<p>Basic knowledge of recent trends in news and the impact of news websites.</p> <p>Key Concepts may be evident.</p>	<p>Accounting for situation may be confined to one broad explanation.</p> <p>Evaluation is weak, personal and unsubstantiated.</p>	<p>Sketchy illustration showing little awareness of current ideas, debates and information about news.</p> <p>Superficial and/or confused response.</p> <p>Written material will be presented clearly, though there may some irrelevancy, and overall coherence and organisation may be weak.</p>
<p>1 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"> - any knowledge or application of Key Concepts - any attempt to answer the question - any relevant exemplification. 	<p>No awareness of any wider contexts.</p>	<p>Next to no awareness of any ideas, theories, debates and information.</p>

Question 1(b)**(30 marks)****“News is always unexpected.” How far is this true?**

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	Confident demonstration of knowledge, application and evaluation of issues related to the selection of news. Shows sophisticated knowledge of Key Concepts.	Sophisticated knowledge and application of wider contexts in explaining the process of news selection.	Detailed exemplification throughout, which displays 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.
5 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 and appropriate knowledge and application of wider contexts in explaining the process of news selection.	Good exemplification throughout, which displays a proficient knowledge of current ideas, debates and theories on news selection. Clear and engaged personal response. Well written and clearly organised and presented.
4 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 and appropriate knowledge and application of wider contexts in explaining the process of news selection.	Sound exemplification, though illustration may be sketchy, which displays 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.

Level	A01	A02	A03i
<p>3 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 knowledge and application of wider contexts in explaining the process of news selection. 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>2 6-10 marks</p>	<p>Basic demonstration of knowledge, application and evaluation of issues related to the selection of news.</p> <p>Key Concepts may be evident.</p>	<p>Simplistic knowledge and application of wider contexts in explaining the process of news selection.</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>1 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"> - any knowledge or application of Key Concepts - any attempt to answer the question - any relevant exemplification. 	<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)****Are there arguments in favour of stereotyping by the media?****Give a range of examples in your answer.**

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	Confident knowledge and application of how stereotypes are used within the media. Detailed exemplification throughout, showing sophisticated knowledge and application of Key Concepts.	Sophisticated and appropriate reference to a wide range of contextual factors.	Detailed exemplification throughout, which displays a comprehensive knowledge of current ideas, debates and information on representations/stereotypes. Thorough evaluation and good personal response. Fluently written and clearly organised and presented.
5 21-25 marks	Competent knowledge and application of how stereotypes are used within the media. Competent exemplification throughout, showing proficient knowledge and application of Key Concepts.	Competent and appropriate referencing of a wide range of contextual factors.	Competent exemplification throughout, which displays 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.
4 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 range of contextual factors.	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.

Level	A01	A02	A03i
3 11-15 marks	Some knowledge and application of how stereotypes are used within the media. Exemplification may be sketchy or narrow and make little explicit or implicit use of Key Concepts.	Some referencing of contextual factors.	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.
2 6-10 marks	Basic knowledge or application of how stereotypes are used within the media. Some basic exemplification.	Little referencing of contextual factors.	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.
1 0-5 marks	There may be one or two isolated points of some relevance, which can be rewarded: - any knowledge or application of Key Concepts - any attempt to answer the question - any relevant exemplification.	No awareness of any wider contexts.	Next to no awareness of any ideas, theories, debates and information.

Question 2(b)**(30 marks)****It is argued that dominant media representations serve the interests of the powerful.****Discuss with reference to one or more social group or place.**

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	Sophisticated discussion of media representations of social group/place and power relations, using Key Concepts. Confident and thorough categorisation and analysis of representations. Detailed and specific exemplification, showing evidence of originality or critical engagement.	A wide range of contextual factors are covered (e.g. social, economic, historical and political status of the group or place, political issues and power 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.
5 21-25 marks	Competent discussion of media representations of social group/place and power relations, 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, historical 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.

Level	A01	A02	A03i
<p>4 16-20 marks</p>	<p>Sound discussion of media representations of social group/place and power relations, using Key Concepts.</p> <p>Some appropriate categorisation and analysis of representations.</p> <p>Sound exemplification, competent illustration rather than detailed or wide ranging.</p>	<p>A number of factors covered (e.g. social, economic, historical 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.</p> <p>Generally sound personal response.</p> <p>Clearly written and competently organised and presented.</p>
<p>3 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.</p> <p>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 supporting detail or more than one factor with sketchy supporting detail. Sketchy knowledge of current ideas, theories, debates and information on representations.</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>

Question 2(b) Continued.

Level	A01	A02	A03i
<p>2 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.</p> <p>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.</p> <p>How the group/place is represented is superficial and lacking in detail, displaying little awareness of current ideas, theories, debates and information on representations.</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>1 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"> - any knowledge or application of Key Concepts - any attempt to answer the question - any relevant exemplification. 	<p>No awareness of any wider contexts.</p>	<p>Next to no awareness of any ideas, theories, debates and information.</p>

Question 3(a)

(30 marks)

“Genre arouses the expectations of an audience.” How and why does it do this?

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	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 the importance of audience expectation to media genres, drawing on relevant social, economic, institutional and audience contexts.	Detailed exemplification throughout which displays 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.
5 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 the importance of audience expectation to media genres, drawing on relevant social, economic, institutional and audience contexts.	Competent exemplification throughout which displays a proficient knowledge of current ideas, theories, debates and information on genre. Clear and engaged personal response. Well written and clearly organised and presented.
4 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 Key Concepts.	Sound account of the importance of audience expectation to media genres, drawing on relevant social, economic, institutional and audience contexts.	Sound exemplification throughout which displays 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.

Level	A01	A02	A03i
<p>3 11-15 marks</p>	<p>Some knowledge and application of media genres. Some exemplification of targeting audiences with some use of Key Concepts.</p>	<p>Limited account of the importance of audience expectation to media genres, drawing on some relevant social, economic, institutional or audience contexts.</p>	<p>Some exemplification throughout which displays 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.</p>
<p>2 6-10 marks</p>	<p>Partial and fragmented knowledge and application of media genres. Basic exemplification and little use of Key Concepts.</p>	<p>No convincing knowledge of the importance of audience expectation to media genres. Little reference to contexts.</p>	<p>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.</p>
<p>1 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"> - any knowledge or application of Key Concepts - any attempt to answer the question - any relevant exemplification. 	<p>No awareness of any wider contexts.</p>	<p>Next to no awareness of any ideas, theories, debates and information.</p>

Question 3(b)

(30 marks)

“Genres must adapt in order to survive.”

Discuss.

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	Accomplished discussion of generic theory. Sophisticated analysis of how and why genres change/adapt. Confident and appropriate choice of examples 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 displays a comprehensive knowledge of current ideas, theories, debates and information on changes to genre. Thorough evaluation and good personal response. Fluently written and clearly organised and presented.
5 21-25 marks	Competent discussion of generic theory. Competent analysis of how and why genres change/adapt. 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).	Good exemplification throughout which displays a proficient knowledge of current ideas, theories, debates and information on changes to genre. Clear and engaged personal response. Well written and competently organised and presented.
4 16-20 marks	Sound discussion of generic theory. Some analysis of how and why genres change/adapt. Sound examples chosen to illustrate.	Sound attempt to explore wider contextual issues.	Sound exemplification with an emphasis on changes in genre. Generally sound personal response. Clearly written and competently organised and presented.

Question 3(b) Continued.

Level	A01	A02	A03i
3 11-15 marks	Some discussion of generic theory. Basic analysis of changes and adaptation in genre. Examples chosen to illustrate are basic. Some use of Key Concepts.	Some awareness of contextual issues.	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.
2 6-10 marks	Partial and fragmented account of generic theory. Little exemplification. Little use of Key Concepts.	Little if any knowledge of contextual issues.	Examples are limited, conventional and dated overall. Superficial and/or confused response.
1 0-5 marks	There may be one or two isolated points of some relevance, which can be rewarded: <ul style="list-style-type: none">- any knowledge or application of Key Concepts- any attempt to answer the question- any relevant exemplification.	No awareness of any wider contextual issues.	Next to no awareness of any ideas, theories, debates and information.

Question 4(a)**(30 marks)****Audience segmentation is essential to deliver audiences to advertisers.****Discuss.**

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 audience segmentation. 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 displays a comprehensive knowledge of current ideas, theories, debates and information about audiences and advertising. Thorough evaluation and good personal response. Fluently written and clearly organised and presented.
5 21-25 marks	Competent and appropriate discussion of audience segmentation. Exemplification is generally well supported and makes good use of Key Concepts.	A range of economic, social and institutional factors are covered.	Sound exemplification displaying some knowledge of current ideas, theories, debates and information about audiences and advertising. Clear and engaged personal response. Clearly written and competently organised and presented.
4 16-20 marks	Sound discussion of audience segmentation. Sound exemplification with some use of 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.

Question 4(a) Continued.

Level	A01	A02	A03i
3 11-15 marks	Some discussion of audience segmentation. Some use of the 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.
2 6-10 marks	Partial and fragmented discussion of audience segmentation. Little use is made 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.
1 0-5 marks	There may be one or two isolated points of some relevance, which can be rewarded: - any knowledge or application of Key Concepts - any attempt to answer the question - any relevant exemplification.	No awareness of any wider contexts.	Next to no awareness of any ideas, theories, debates and information.

Question 4(b)**(30 marks)****Is it still relevant in the 21st Century to think of audiences as ‘passive’?**

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	Sophisticated knowledge and application of whether it is still relevant to think of audiences as ‘passive’, with an exploration of ideas relating to active audiences. Key Concepts utilised clearly and relevantly.	A wide range of contextual factors referenced and discussed - historical, social and political.	Detailed assessment of theory which displays a comprehensive knowledge of current ideas, theories and debates about audience. Thorough evaluation and good personal response. Fluently written and clearly organised and presented.
5 21-25 marks	Competent knowledge and application of whether it is still relevant to think of audiences as ‘passive’, with an exploration of ideas relating to active audiences. Key Concepts utilised well.	A range of contextual factors referenced – historical, social and political.	Competent assessment of theory which displays proficient knowledge of current ideas, theories and debates about audience. Clear and engaged personal response. Well written and clearly organised and presented.
4 16-20 marks	Sound knowledge and application of whether it is still relevant to think of audiences as ‘passive’, with an exploration of ideas relating to active audiences. Sound use of Key Concepts.	A number of contextual factors covered – historical, social and political.	Sound assessment of theory, 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.

Level	A01	A02	A03i
<p>3 11-15 marks</p>	<p>Some knowledge and application of whether it is still relevant to think of audiences as ‘passive’, with some exploration of ideas relating to active audiences.</p> <p>Some use of Key Concepts.</p>	<p>Some contextual factors covered.</p>	<p>Some assessment of theory, but displaying little knowledge of current ideas, theories and debates about audience.</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>2 6-10 marks</p>	<p>Partial and fragmented knowledge and application of whether it is still relevant to think of audiences as ‘passive’, with some reference to active audiences.</p> <p>Little use of Key Concepts.</p>	<p>Little to no knowledge of contextual factors.</p>	<p>Little to no assessment of theory.</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>1 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"> - any knowledge or application of Key Concepts - any attempt to answer the question - any relevant exemplification. 	<p>No awareness of any wider contexts.</p>	<p>Next to no awareness of any ideas, theories, debates or information.</p>