



General Certificate of Education

Media Studies 6571

MED4 Texts and Contexts in the Media

Mark Scheme

2006 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.

This unit addresses the following assessment objectives:

- 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.

Weighting of Assessment Objectives	
A01	2 ½ %
A02	7 ½ %
A03i	5 %
Total	15 %

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 should be made at the end of each answer. They are required to 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/Issues/Debates
KC	Key Concept
F	Focus on question
Eg?	Needs illustration
Ex?	Needs explanation/exploration/expansion/evaluation
Rept	Repetition
I	Irrelevant
?	Confused/ambiguous
WC	Wider context
CA	Critical autonomy

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 3.
- Reward unusual responses when supported by specific reference to text(s), theories or context(s) or contact your senior examiner.

Question 1(a)

(30 marks)

Critics have accused newspapers and the broadcast media of ‘tabloidisation’; an increasing reliance on the sensational and the trivial.

What arguments can be used in support of this view?

Level 6 (26-30 marks)

The answer shows confident and appropriate discussion, references a wide range of contextual influences and provides detailed illustration which demonstrates a comprehensive knowledge and understanding of current ideas, theories, debates or information about ‘tabloidisation’ and increasing reliance on the sensational and the trivial. An engaged response, clearly organised and presented, with detailed and appropriate exemplification.

Level 5 (21-25 marks)

The answer shows competent and appropriate discussion, references a wide range of contextual influences and provides competent illustration which demonstrates proficient knowledge and understanding of current ideas, theories, debates or information about ‘tabloidisation’ and increasing reliance on the sensational and the trivial. An engaged personal response, well organised and presented, with competent and appropriate exemplification.

Level 4 (16-20 marks)

The answer shows sound discussion, references a range of contextual influences and provides sound illustration which demonstrates solid knowledge and understanding of current ideas, theories, debates or information about ‘tabloidisation’ and increasing reliance on the sensational and the trivial. A generally sound personal response, competently organised and presented, with sound exemplification.

Level 3 (11-15 marks)

The answer shows some discussion based on a consideration of contextual factors and provides some illustration which demonstrates sketchy knowledge and understanding of current ideas, theories, debates or information about ‘tabloidisation’ and increasing reliance on the sensational and the trivial. A simple personal response, competently organised with some relevant exemplification.

Level 2 (6-10 marks)

Illustration is basic with little or no knowledge or understanding of current ideas, theories, debates or information about ‘tabloidisation’ and increasing reliance on the sensational and the trivial. A superficial and/or confused response with little relevant exemplification.

Level 1 (0-5 marks)

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

Question 1(b)**(30 marks)****To what extent is the daily news predictable?****Level 6 (26-30 marks)**

The answer shows confident and appropriate analysis and evaluation, references a wide range of contextual influences and provides detailed illustration which demonstrates a comprehensive knowledge and understanding of current ideas, theories, debates or information about the extent to which the daily news is predictable. An engaged response, clearly organised and presented, with detailed and appropriate exemplification.

Level 5 (21-25 marks)

The answer shows competent and appropriate analysis and evaluation, references a wide range of contextual influences and provides competent illustration which demonstrates proficient knowledge and understanding of current ideas, theories, debates or information about the extent to which the daily news is predictable. An engaged personal response, well organised and presented, with competent and appropriate exemplification.

Level 4 (16-20 marks)

The answer shows sound analysis and evaluation, references a range of contextual influences and provides sound illustration which demonstrates solid knowledge and understanding of current ideas, theories, debates or information about the extent to which the daily news is predictable. A generally sound personal response, competently organised and presented, with sound exemplification.

Level 3 (11-15 marks)

The answer shows some analysis and evaluation based on a consideration of contextual factors and provides some illustration which demonstrates sketchy knowledge and understanding of current ideas, theories, debates or information about the extent to which the daily news is predictable. A simple personal response, competently organised with some relevant exemplification.

Level 2 (6-10 marks)

Illustration is basic with little or no knowledge or understanding of current ideas, theories, debates or information about the extent to which the daily news is predictable. A superficial and/or confused response with little relevant exemplification.

Level 1 (0-5 marks)

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

Question 2(a)

(30 marks)

Traditionally, the media has stereotyped whole groups of people. Is there now a more complex and fragmented approach to stereotyping?

Level 6 (26-30 marks)

The answer shows confident and appropriate analysis and evaluation, references a wide range of contextual influences and provides detailed illustration which demonstrates a comprehensive knowledge and understanding of current ideas, theories, debates or information about whether the media continue to stereotype whole groups of people or if there is now a more complex and fragmented approach to stereotyping. An engaged response, clearly organised and presented, with detailed and appropriate exemplification.

Level 5 (21-25 marks)

The answer shows competent and appropriate analysis and evaluation, references a wide range of contextual influences and provides competent illustration which demonstrates proficient knowledge and understanding of current ideas, theories, debates or information about whether the media continue to stereotype whole groups of people or if there is now a more complex and fragmented approach to stereotyping. An engaged personal response, well organised and presented, with competent and appropriate exemplification.

Level 4 (16-20 marks)

The answer shows sound analysis and evaluation, references a range of contextual influences and provides sound illustration which demonstrates solid knowledge and understanding of current ideas, theories, debates or information about whether the media continue to stereotype whole groups of people or if there is now a more complex and fragmented approach to stereotyping. A generally sound personal response, competently organised and presented, with sound exemplification.

Level 3 (11-15 marks)

The answer shows some analysis and evaluation based on a consideration of contextual factors and provides some illustration which demonstrates sketchy knowledge and understanding of current ideas, theories, debates or information about whether the media continue to stereotype whole groups of people or if there is now a more complex and fragmented approach to stereotyping. A simple personal response, competently organised with some relevant exemplification.

Level 2 (6-10 marks)

Illustration is basic with little or no knowledge or understanding of current ideas, theories, debates or information about whether the media continue to stereotype whole groups of people or if there is now a more complex and fragmented approach to stereotyping. A superficial and/or confused response with little relevant exemplification.

Level 1 (0-5 marks)

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

Question 2(b)**(30 marks)****What are the problems associated with the construction of accurate representations?****Answer with reference to one or more social groups or places.****Level 6 (26-30 marks)**

The answer shows confident and appropriate analysis, references a wide range of contextual influences and provides detailed illustration which demonstrates a comprehensive knowledge and understanding of current ideas, theories, debates or information about the problems associated with the construction of accurate representations. An engaged response, clearly organised and presented, with detailed and appropriate exemplification.

Level 5 (21-25 marks)

The answer shows competent and appropriate analysis, references a wide range of contextual influences and provides competent illustration which demonstrates proficient knowledge and understanding of current ideas, theories, debates or information about the problems associated with the construction of accurate representations. An engaged personal response, well organised and presented, with competent and appropriate exemplification.

Level 4 (16-20 marks)

The answer shows sound analysis, references a range of contextual influences and provides sound illustration which demonstrates solid knowledge and understanding of current ideas, theories, debates or information about the problems associated with the construction of accurate representations. A generally sound personal response, competently organised and presented, with sound exemplification.

Level 3 (11-15 marks)

The answer shows some analysis based on a consideration of contextual factors and provides some illustration which demonstrates sketchy knowledge and understanding of current ideas, theories, debates or information about the problems associated with the construction of accurate representations. A simple personal response, competently organised with some relevant exemplification.

Level 2 (6-10 marks)

Illustration is basic with little or no knowledge or understanding of current ideas, theories, debates or information about the problems associated with producing accurate representations. A superficial and/or confused response with little relevant exemplification.

Level 1 (0-5 marks)

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

Question 3(a)

(30 marks)

It has been argued that all genre texts promote a set of values related to the contexts in which they are produced.

How far do you agree?

Level 6 (26-30 marks)

The answer shows confident and appropriate discussion and evaluation, references a wide range of contextual influences and provides detailed illustration which demonstrates a comprehensive knowledge and understanding of current ideas, theories, debates or information about the extent to which genre texts promote the values of the contexts in which they are produced. An engaged response, clearly organised and presented, with detailed and appropriate exemplification.

Level 5 (21-25 marks)

The answer shows competent and appropriate discussion and evaluation, references a wide range of contextual influences and provides competent illustration which demonstrates proficient knowledge and understanding of current ideas, theories, debates or information about the extent to which genre texts promote the values of the contexts in which they are produced. An engaged personal response, well organised and presented, with competent and appropriate exemplification.

Level 4 (16-20 marks)

The answer shows sound discussion and evaluation, references a range of contextual influences and provides sound illustration which demonstrates solid knowledge and understanding of current ideas, theories, debates or information about the extent to which genre texts promote the values of the contexts in which they are produced. A generally sound personal response, competently organised and presented, with sound exemplification.

Level 3 (11-15 marks)

The answer shows some discussion and evaluation based on a consideration of contextual factors and provides some illustration which demonstrates sketchy knowledge and understanding of current ideas, theories, debates or information about the extent to which genre texts promote the values of the contexts in which they are produced. A simple personal response, competently organised with some relevant exemplification.

Level 2 (6-10 marks)

Illustration is basic with little or no knowledge or understanding of current ideas, theories, debates or information about the extent to which genre texts promote the values of the contexts in which they are produced. A superficial and/or confused response with little relevant exemplification.

Level 1 (0-5 marks)

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

Question 3(b)**(30 marks)****How and why do contemporary genre texts play with generic conventions?****Level 6 (26-30 marks)**

The answer shows confident and appropriate discussion, references a wide range of contextual influences and provides detailed illustration which demonstrates a comprehensive knowledge and understanding of current ideas, theories, debates or information about how and why contemporary genre texts play with generic conventions. An engaged response, clearly organised and presented, with detailed and appropriate exemplification.

Level 5 (21-25 marks)

The answer shows competent and appropriate discussion, references a wide range of contextual influences and provides competent illustration which demonstrates proficient knowledge and understanding of current ideas, theories, debates or information about how and why contemporary genre texts play with generic conventions. An engaged personal response, well organised and presented, with competent and appropriate exemplification.

Level 4 (16-20 marks)

The answer shows sound discussion, references a range of contextual influences and provides sound illustration which demonstrates solid knowledge and understanding of current ideas, theories, debates or information about how and why contemporary genre texts play with generic conventions. A generally sound personal response, competently organised and presented, with sound exemplification.

Level 3 (11-15 marks)

The answer shows some discussion based on a consideration of contextual factors and provides some illustration which demonstrates sketchy knowledge and understanding of current ideas, theories, debates or information about how and/or why contemporary genre texts play with generic conventions. A simple personal response, competently organised with some relevant exemplification.

Level 2 (6-10 marks)

Illustration is basic with little or no knowledge or understanding of current ideas, theories, debates or information about how contemporary genre texts play with generic conventions. A superficial and/or confused response with little relevant exemplification.

Level 1 (0-5 marks)

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

Question 4(a)

(30 marks)

Many television programmes invite viewers to participate, for example by voting. This creates an illusion that audiences have power.

How far do you agree with this view?

Level 6 (26-30 marks)

The answer shows confident and appropriate discussion, references a wide range of contextual influences and provides detailed illustration which demonstrates a comprehensive knowledge and understanding of current ideas, theories, debates or information about the extent to which the illusion of audiences having power is created by viewer participation. An engaged response, clearly organised and presented, with detailed and appropriate exemplification.

Level 5 (21-25 marks)

The answer shows competent and appropriate discussion, references a wide range of contextual influences and provides competent illustration which demonstrates proficient knowledge and understanding of current ideas, theories, debates or information about the extent to which the illusion of audiences having power is created by viewer participation. An engaged personal response, well organised and presented, with competent and appropriate exemplification.

Level 4 (16-20 marks)

The answer shows sound discussion, references a range of contextual influences and provides sound illustration which demonstrates solid knowledge and understanding of current ideas, theories, debates or information about the extent to which the illusion of audiences having power is created by viewer participation. A generally sound personal response, competently organised and presented, with sound exemplification.

Level 3 (11-15 marks)

The answer shows some discussion based on a consideration of contextual factors and provides some illustration which demonstrates sketchy knowledge and understanding of current ideas, theories, debates or information about the extent to which the illusion of audiences having power is created by viewer participation. A simple personal response, competently organised with some relevant exemplification.

Level 2 (6-10 marks)

Illustration is basic with little or no knowledge or understanding of current ideas, theories, debates or information about the extent to which the illusion of audiences having power is created by viewer participation. A superficial and/or confused response with little relevant exemplification.

Level 1 (0-5 marks)

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

Question 4(b) (30 marks)**How useful are audience theories to an understanding of contemporary media?****Level 6 (26-30 marks)**

The answer shows confident and appropriate discussion, references a wide range of contextual influences and provides detailed illustration which demonstrates a comprehensive knowledge and understanding of current ideas, theories, debates or information about whether audience theories can still be applied to contemporary media. An engaged response, clearly organised and presented, with detailed and appropriate exemplification.

Level 5 (21-25 marks)

The answer shows competent and appropriate discussion, references a wide range of contextual influences and provides competent illustration which demonstrates proficient knowledge and understanding of current ideas, theories, debates or information about whether audience theories can still be applied to contemporary media. An engaged personal response, well organised and presented, with competent and appropriate exemplification.

Level 4 (16-20 marks)

The answer shows sound discussion, references a range of contextual influences and provides sound illustration which demonstrates solid knowledge and understanding of current ideas, theories, debates or information about whether audience theories can still be applied to contemporary media. A generally sound personal response, competently organised and presented, with sound exemplification.

Level 3 (11-15 marks)

The answer shows some discussion based on a consideration of contextual factors and provides some illustration which demonstrates sketchy knowledge and understanding of current ideas, theories, debates or information about whether audience theories can still be applied to contemporary media. A simple personal response, competently organised with some relevant exemplification.

Level 2 (6-10 marks)

Illustration is basic with little or no knowledge or understanding of current ideas, theories, debates or information about whether audience theories can still be applied to contemporary media. A superficial and/or confused response with little relevant exemplification.

Level 1 (0-5 marks)

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