



General Certificate of Education

Media Studies 6571

MED4 Texts and Contexts in the Media

Mark Scheme

2008 examination - June series

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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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

Summative comments must be made at the end of each answer. They must demonstrate that the mark scheme has been applied and clearly indicate the reasons for the mark allocated. An example will be presented at the standardisation meeting of a 'Model Marked Script'.

POINTS TO REMEMBER

- Please mark positively at all times – take a “best fit” approach.
 - Use the entire spread of marks.
 - Reward use of appropriate media terminology (**not** language expression). See reference to quality of written communication on page 2.
 - Reward unusual responses when supported by specific reference to text(s), theories or context(s) or contact your senior examiner.
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Question 1(a)

(30 marks)

Can 'bias' in the news ever be thought of as positive?

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 comprehensive knowledge and understanding of current ideas, theories, debates or information about bias in the news. 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 range of contextual influences and provides competent illustration which demonstrates proficient knowledge and understanding of current ideas, theories, debates or information about bias in the news. An engaged personal response, well organised and presented, with competent and appropriate exemplification.

Level 4 (16-20 marks)

The answer shows sound discussion and some evaluation, references contextual influences and provides sound illustration which demonstrates solid knowledge and understanding of current ideas, theories, debates or information about bias in the news. A generally sound personal response, competently organised and presented, with sound exemplification.

Level 3 (11-15 marks)

The answer shows some discussion and provides some illustration which demonstrates sketchy knowledge and understanding of current ideas, theories, debates or information about bias in the news. A simple personal response, competently organised with some relevant exemplification.

Level 2 (6-10 marks)

Illustration is basic with superficial or confused knowledge or understanding of current ideas, theories, debates or information about bias in the news.

Level 1 (0-5 marks)

There may be one or two isolated points of some relevance.

Question 1(b)**(30 marks)****Explain why producers often take different approaches to news.****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 comprehensive knowledge and understanding of current ideas, theories, debates or information about the reasons why news producers use different approaches. 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 range of contextual influences and provides competent illustration which demonstrates proficient knowledge and understanding of current ideas, theories, debates or information about the reasons why news producers use different approaches. An engaged personal response, well organised and presented, with competent and appropriate exemplification.

Level 4 (16-20 marks)

The answer shows sound discussion, references contextual influences and provides sound illustration which demonstrates solid knowledge and understanding of current ideas, theories, debates or information about the reasons why news producers use different approaches. A generally sound personal response, competently organised and presented, with sound exemplification.

Level 3 (11-15 marks)

The answer shows some discussion and provides some illustration which demonstrates sketchy knowledge and understanding of current ideas, theories, debates or information about the reasons why news producers use different approaches. A simple personal response, competently organised with some relevant exemplification.

Level 2 (6-10 marks)

Illustration is basic with superficial or confused knowledge or understanding of current ideas, theories, debates or information about the reasons why news producers use different approaches.

Level 1 (0-5 marks)

There may be one or two isolated points of some relevance.

Question 2(a)

(30 marks)

Why do media producers still use stereotypes, given the abundance of available representations?

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 comprehensive knowledge and understanding of current ideas, theories, debates or information about why media producers still need to use stereotypes. 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 range of contextual influences and provides competent illustration which demonstrates proficient knowledge and understanding of current ideas, theories, debates or information about why media producers still need to use stereotypes. An engaged personal response, well organised and presented, with competent and appropriate exemplification.

Level 4 (16-20 marks)

The answer shows sound discussion and some evaluation, references contextual influences and provides sound illustration which demonstrates solid knowledge and understanding of current ideas, theories, debates or information about why media producers still use stereotypes. A generally sound personal response, competently organised and presented, with sound exemplification.

Level 3 (11-15 marks)

The answer shows some discussion and provides some illustration which demonstrates sketchy knowledge and understanding of current ideas, theories, debates or information about why media producers still use stereotypes. A simple personal response, organised with some relevant exemplification.

Level 2 (6-10 marks)

Illustration is basic with superficial or confused knowledge or understanding of current ideas, theories, debates or information about why media producers still use stereotypes.

Level 1 (0-5 marks)

There may be one or two isolated points of some relevance.

Question 2(b)**(30 marks)****Many media texts feature real people and real places. Are such representations more realistic?****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 comprehensive knowledge and understanding of current ideas, theories, debates or information about whether representations of real people and places are more realistic. 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 range of contextual influences and provides competent illustration which demonstrates proficient knowledge and understanding of current ideas, theories, debates or information about whether representations of real people and places are more realistic. An engaged personal response, well organised and presented, with competent and appropriate exemplification.

Level 4 (16-20 marks)

The answer shows sound discussion and some evaluation, references contextual influences and provides sound illustration which demonstrates solid knowledge and understanding of current ideas, theories, debates or information about whether representations of real people and places are more realistic. A generally sound personal response, competently organised and presented, with sound exemplification.

Level 3 (11-15 marks)

The answer shows some discussion and provides some illustration which demonstrates sketchy knowledge and understanding of current ideas, theories, debates or information about whether representations of real people and places are more realistic. A simple personal response, organised with some relevant exemplification.

Level 2 (6-10 marks)

Illustration is basic with superficial or confused knowledge or understanding of current ideas, theories, debates or information about representations of real people or places.

Level 1 (0-5 marks)

There may be one or two isolated points of some relevance.

Question 3(a)**(30 marks)****Does genre benefit audiences more than producers?****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 comprehensive knowledge and understanding of current ideas, theories, debates or information about whether or not genre benefits audiences more than producers. 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 range of contextual influences and provides competent illustration which demonstrates proficient knowledge and understanding of current ideas, theories, debates or information about whether or not genre benefits audiences more than producers. An engaged personal response, well organised and presented, with competent and appropriate exemplification.

Level 4 (16-20 marks)

The answer shows sound discussion and some evaluation, references contextual influences and provides sound illustration which demonstrates solid knowledge and understanding of current ideas, theories, debates or information about whether or not genre benefits audiences more than producers. A generally sound personal response, competently organised and presented, with sound exemplification.

Level 3 (11-15 marks)

The answer shows some discussion and provides some illustration which demonstrates sketchy knowledge and understanding of current ideas, theories, debates or information about whether or not genre benefits audiences more than producers. A simple personal response, organised with some relevant exemplification.

Level 2 (6-10 marks)

Illustration is basic with superficial or confused knowledge or understanding of current ideas, theories, debates or information about whether or not genre benefits audiences more than producers.

Level 1 (0-5 marks)

There may be one or two isolated points of some relevance.

Question 3(b)**(30 marks)****“It is essential for contemporary genre texts to show innovation.”****Discuss.****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 comprehensive knowledge and understanding of current ideas, theories, debates or information about whether it is essential for contemporary genre texts to show innovation. 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 range of contextual influences and provides competent illustration which demonstrates proficient knowledge and understanding of current ideas, theories, debates or information about whether it is essential for contemporary genre texts to show innovation. An engaged personal response, well organised and presented, with competent and appropriate exemplification.

Level 4 (16-20 marks)

The answer shows sound discussion, references contextual influences and provides sound illustration which demonstrates solid knowledge and understanding of current ideas, theories, debates or information about whether it is essential for contemporary genre texts to show innovation. A generally sound personal response, competently organised and presented, with sound exemplification.

Level 3 (11-15 marks)

The answer shows some discussion and provides some illustration which demonstrates sketchy knowledge and understanding of current ideas, theories, debates or information about whether it is essential for contemporary genre texts to show innovation. A simple personal response, organised with some relevant exemplification.

Level 2 (6-10 marks)

Illustration is basic with superficial or confused knowledge or understanding of current ideas, theories, debates or information about whether it is essential for contemporary genre texts to show innovation.

Level 1 (0-5 marks)

There may be one or two isolated points of some relevance.

Question 4(a)**(30 marks)****To what extent do TV schedules still reflect audience demand?****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 comprehensive knowledge and understanding of current ideas, theories, debates or information about the extent to which TV schedules still reflect audience demand. 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 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 TV schedules still reflect audience demand. An engaged personal response, well organised and presented, with competent and appropriate exemplification.

Level 4 (16-20 marks)

The answer shows sound discussion and some evaluation, references contextual influences and provides sound illustration which demonstrates solid knowledge and understanding of current ideas, theories, debates or information about the extent to which TV schedules still reflect audience demand. A generally sound personal response, competently organised and presented, with sound exemplification.

Level 3 (11-15 marks)

The answer shows some discussion and provides some illustration which demonstrates sketchy knowledge and understanding of current ideas, theories, debates or information about the extent to which TV schedules still reflect audience demand. A simple personal response, competently organised with some relevant exemplification.

Level 2 (6-10 marks)

Illustration is basic with superficial or confused knowledge or understanding of current ideas, theories, debates or information about the extent to which TV schedules still reflect audience demand.

Level 1 (0-5 marks)

There may be one or two isolated points of some relevance.

Question 4(b)

(30 marks)

Why are audiences no longer seen as a uniform mass by most audience theorists?

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 comprehensive knowledge and understanding of current ideas, theories, debates or information about changing audience theories. 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 range of contextual influences and provides competent illustration which demonstrates proficient knowledge and understanding of current ideas, theories, debates or information about changing audience theories. An engaged personal response, well organised and presented, with competent and appropriate exemplification.

Level 4 (16-20 marks)

The answer shows sound discussion, references contextual influences and provides sound illustration which demonstrates solid knowledge and understanding of current ideas, theories, debates or information about changing audience theories. A generally sound personal response, competently organised and presented, with sound exemplification.

Level 3 (11-15 marks)

The answer shows some discussion provides some illustration which demonstrates sketchy knowledge and understanding of current ideas, theories, debates or information about changing audience theories. A simple personal response, organised with some relevant exemplification.

Level 2 (6-10 marks)

Illustration is basic with superficial or confused knowledge or understanding of current ideas, theories, debates or information about changing audience theories.

Level 1 (0-5 marks)

There may be one or two isolated points of some relevance.
