

GCE 2004
June Series



Mark Scheme

Media Studies *(MED6)*

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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A2 MEDIA STUDIES (MED6)**MARK SCHEME - JUNE 2004****Introduction:**

In this synoptic unit candidates must demonstrate their understanding of the connections between the different elements of the specification. In order to do this candidates will be expected to produce evidence of their attainment of the broad objectives of the specification – critical autonomy and media literacy – through the comparative analysis of texts. They will be required to analyse, explain and account for the similarities and differences between media texts. To do this satisfactorily candidates will need to:

- (i) demonstrate their critical reading abilities using the Key Concepts
- (ii) draw upon their knowledge of major ideas, theories, debates and information
- (iii) use their knowledge of a range of relevant contextual factors.

The aim of this unit is to provide candidates with the opportunity to draw together, and make connections between, the different elements of their course of study. This will be necessary in order to achieve the required depth of analysis demanded by this module, and in order to explain and account for the similarities and differences between media texts.

This unit is assessed through 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 the 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

A03ii demonstrate the ability to analyse critically and comparatively a range of texts to determine and account for their similarities and differences

The weighting for these assessment objectives is as follows:

A01	5%
A02	2½%
A03i	2½%
A03ii	5%%

These weightings are reflected in this mark scheme and should be borne in mind when marking candidates' scripts.

The categories which follow are those which candidates are asked to consider on the examination paper.

MEDIA LANGUAGE

-

GENRE

-

NARRATIVE

-

REPRESENTATION/IDEOLOGY

-

AUDIENCE/INSTITUTION

-

RELEVANT CONTEXTS

These might include:

- the **institutional** context of production of the two items. Each targets the audience differently and operates within and is defined by this context. This difference in context is a key factor for the target audiences and impacts on their very different production values, media language, generic conventions, ideologies and audience expectations
- audience responses to each item – and how they may have changed
- the **representations** employed in each item
- contrasts in ideology between the two texts relating to form and function
- exploitation of genre expectations
- the expectations that the texts establish about the audience
- the **ideological position** signified by each text. Each extract locates its ideological position explicitly
- cross medium context for teenage print and broadcast texts
- social agenda defined by each text
- form and function in relation to each text

RELEVANT IDEAS, THEORIES, DEBATES AND INFORMATION

Candidates might be expected to draw upon their wider knowledge of:

Segmentation	e.g. debates regarding how audiences are created and addressed by institutions; interpellation; audience identification; establishment of niche markets and audience; identification between a range of products
Discourse & address	e.g. typical conventions and their similarities across mediums; use of images; use of headlines; production values; institutional codes; audience expectations and targeting; distribution and marketing – interrelating with text being promoted
Narrative	narrative theory; different methods of constructing narrative; implicit values; enigma codes etc.; different approaches to narrative in the different mediums; levels of cultural competence
Institution	codes and conventions for teenage magazines and TV programmes; creation and exploitation of target markets; each text as exemplification of its institution and position

ELABORATING AND ACCOUNTING FOR SIMILARITIES AND DIFFERENCES

The **elaboration** of similarities and differences should inform candidates' discussions of most of the previous categories. Points of **similarity** are perhaps less obvious than with some combinations but there is an obvious linkage in the material being discussed and in the use of the 'magazine conventions' in the different mediums. A clear similarity may well be the similar audience across different mediums and the use of the same intertextual link to *Fame Academy*. **Differences** are likely to centre upon the obvious differences in form and medium. **CBBC** has established a clear position within the genre of children's television, defining and exploiting its own particular codes and conventions within the perhaps more tightly controlled television medium. The codes and conventions being employed both draw on and move away from those used by adult programming, as indeed do those of **Smash Hits**. **Smash Hits** must maintain market share and niche market in a congested and competitive marketplace and depends on this type of intertextuality to attract an audience (as indeed do most women's magazines and TV or celebrity magazines). The audience for **CBBC** and **Smash Hits** is clearly similar so answers may choose to consider why these audiences will consume these different texts.

Any **accounting** for similarities and difference should be fully rewarded – answers which move beyond simplistic comparisons of the mediums should be rewarded more highly, and especially those which are aware of the complex relationship between such texts and the programmes which they are promoting in the guise of investigating. Relevant areas here are issues of purpose; layout; production values; representations employed and ideologies established; the appeal to a similar audience; mode of address and how this relates to form and function; generic conventions; wider context and social expectations embedded in the two texts (representational and ideological features of each one); audience responses to the texts and the responsibilities of the media in shaping and forming those responses; and the cultural knowledge embedded within and defined by these texts and their relationship with *Fame Academy* and with the BBC as presenters of the programme. Both texts are designed to ensure audience identification with the programme. Unless the audience were competent with the context and mode of address they would find it difficult to engage with the texts.

*Scripts must be marked in conjunction with the grade descriptors.
Valid points not listed above must be credited.*

General Marking Criteria

Level 6 51 – 60 marks

At this level there is evidence of a very good synoptic ability (drawing together concepts, arguments, ideas, theories and information from different parts of the specification) in making effective textual readings and comparisons based on a comprehensive understanding and application of all relevant Key Concepts. Candidates show a sophisticated identification of the similarities and differences between the two texts, showing a very clear understanding of the form and function of the different materials. Candidates make good use of their learning at AS and A2 levels in responding to the texts, with sophisticated knowledge and application of the wider contexts relevant to the materials. There is also very good evidence of critical autonomy - the ability to make individual judgements informed by relevant ideas, theories and information. Overall, at this level, there should be a well structured and engaged debate, supported by confident and detailed reference to the texts with a fluent and mature writing style.

Level 5 41 – 50 marks

At this level the candidate is able to make some comparison across the full range of material offered and there is evidence of a good synoptic ability (drawing together concepts, arguments, ideas, theories and information from different parts of the specification) in making effective textual readings and comparisons. There is good identification of similarities and differences between the two texts and a clear understanding of the form and function of the different materials offered. This is supported by good understanding and application of relevant Key Concepts, using these Key Concepts to directly underpin the evaluation. There is evidence of good knowledge and application of the wider contexts relevant to the materials and a good sense of critical autonomy – the ability to make individual judgements informed by relevant ideas, theories and information. The answer makes detailed reference to the texts to support the debate and engages well with the materials with clear and reasonably fluent expression.

Level 4 31 – 40 marks

At this level there is some evidence of synoptic ability (drawing together concepts, arguments, ideas, theories and information from different parts of the specification) in making effective textual readings and comparisons, although these may not be fully developed. There is a sound identification of similarities and differences between the two texts and a sound understanding of the relationship between the different texts. There is some evidence of understanding and application of most relevant Key Concepts and the evaluation makes use of these Key Concepts. There is some knowledge and application of the wider contexts relevant to the texts and a reasonable sense of critical autonomy – candidates offer some valid opinions, which may be individual but are equally valid if justified. The analysis is likely to be methodical in approach to analysis but may lack a critical edge. There is a sense of detailed comparison, although candidates may concentrate on some parts of the texts to the exclusion of others. The candidate has a clear written style in which technical errors do not obscure meaning.

Level 3 21 – 30 marks

At level 3 there is some limited evidence of synoptic ability when making textual comparisons. This may be sketchy and limited but is present. There is some identification of similarities and differences between the two texts. The answer shows some understanding of the different materials and understanding of the relationship between them. There is evidence of understanding and application of some relevant Key Concepts, though these may sometimes be implicit. There is some evaluation which makes reference to the Key Concepts. Knowledge and application of wider contexts may be implicit although not explored in any depth. Textual references may be descriptive or insufficiently detailed. Some sound arguments are presented though they may not be sustained and there may be some irrelevance. Straightforward ideas are expressed clearly, if not fluently. There may be errors of grammar, punctuation and spelling but these do not obscure meaning.

Level 2 11 – 20 marks

There is weak evidence of synoptic ability in making textual comparisons, which may be confined to descriptive and simplistic points. There is little evidence of synoptic ability in accounting for similarities and differences, however there is a basic understanding of some Key Concepts. The candidate is able to identify the basis for comparison of the two texts to some degree. References to texts will lack detail. Some irrelevant and inaccurate detail may be included. Some comment is included – more than just narrative and description, and there should be some discussion of ideas but this is simplistic. The written style is generally clear though technical errors and faulty syntax may sometimes obscure meaning.

Level 1 0 – 10 marks

Although there may be some points of analysis to credit here, the overall standard of the answer falls below the threshold to move into Level 2. Such answers may be primarily descriptive or may fail to engage with the materials clearly or give little sense of identification of similarities and differences between the materials.

Assessment Grid

Level	A01	A02	A03i	A03ii
	<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>	<i>Demonstrate the ability to analyse critically and comparatively a range of texts to determine and account for their similarities and differences</i>
6 51-60 marks	<p>Sophisticated understanding of the media language used in these texts.</p> <p>Detailed analysis of the texts with good illustration and exemplification.</p> <p>Confident conceptual exploration.</p> <p>Competent use of appropriate terminology.</p> <p>Confident and evident understanding of Key Concepts.</p>	<p>Very good synoptic ability, drawing on a wide range of contextual references.</p> <p>Evident ability to draw out form and function of each text within its medium.</p> <p>Clear awareness of institutional issues relating to these texts.</p> <p>Evident awareness of cross medium mode of comparison for these texts and how this impacts on textual analysis.</p> <p>Evident awareness of the complex relationship between these texts and the text they are promoting.</p>	<p>Consistent ability to analyse text in relation to ideas, theories, debates and information relevant to the study of contemporary media.</p> <p>Evident understanding of these texts as promotional and niche market texts.</p>	<p>Sophisticated identification of similarities and differences between the two texts.</p> <p>Confident critical voice and clear evidence of critical autonomy and engagement with the texts in response.</p> <p>Evident ability to identify the target audience for the texts and evaluate them in relation to audience, form and function.</p> <p>Balanced analysis with wide ranging focus on all stimulus materials.</p>
5 41-50 marks	<p>Good understanding of the media language used in these texts.</p> <p>Reasonably detailed analysis of the texts with good illustration and exemplification.</p> <p>Appropriate conceptual exploration.</p> <p>Competent use of appropriate terminology. Confident and evident understanding of Key Concepts.</p>	<p>Good synoptic ability, drawing on a reasonably wide range of contextual references. Clear ability to draw out form and function of each text within its medium.</p> <p>Good awareness of institutional issues relating to these texts. Awareness of cross medium mode of comparison for these texts and how this impacts on textual analysis.</p> <p>Good awareness of the complex relationship between these texts and the text they are promoting.</p>	<p>Consistent ability to analyse the text in relation to ideas, theories, debates and information relevant to the study of contemporary media.</p> <p>Understanding of these texts as promotional and niche market texts.</p>	<p>Good identification of similarities and differences between the two texts.</p> <p>Identifiable critical voice and evidence of critical autonomy and engagement with the texts in response.</p> <p>Clear ability to identify the target audience for the texts and evaluate them in relation to audience, form and function.</p> <p>Balanced analysis with focus on all stimulus materials.</p>

Level	A01	A02	A03i	A03ii
	<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>	<i>Demonstrate the ability to analyse critically and comparatively a range of texts to determine and account for their similarities and differences</i>
4 31-40 marks	Secure understanding of the media language used in these extracts. Reasonably detailed analysis of the texts with appropriate examples and use of detail. Conceptual exploration undertaken. Reasonable use of appropriate terminology. Appropriate use and understanding of Key Concepts.	Secure synoptic ability, drawing on contextual references. Ability to draw out form and function of each text within its medium. Secure awareness of institutional issues relating to these texts. Reasonable awareness of cross medium mode of comparison for these texts and how this impacts on textual analysis. Secure awareness of the complex relationship between these texts and the text they are promoting.	Analysis of the texts in relation to ideas, theories, debates and information relevant to the study of contemporary media. Awareness of these texts as promotional and niche market texts.	Appropriate identification of similarities and differences between the two texts. Emerging critical voice and clear evidence of critical autonomy and engagement with texts in response. Sound ability to identify the target audience for the texts and evaluate them in relation to audience, form and function. Some analysis with reference to all stimulus materials.
3 21-30 marks	Some understanding of the media language used in these texts. Basic analysis of the texts without use of illustration and examples. Simplistic conceptual exploration but evidence of conceptual understanding. Basic use of appropriate terminology. Some understanding of Key Concepts.	Some synoptic ability, drawing on some contextual references. Attempts to draw out form and function of each text within its medium. Some awareness of institutional issues relating to these texts. Some awareness of cross medium mode of comparison for these texts and how this impacts on textual analysis. Some awareness of the complex relationship between these texts and the text they are promoting.	Some attempt to analyse the texts in relation to ideas, theories, debates and information relevant to the study of contemporary media. Some awareness of these texts as promotional and niche market texts.	Basic identification of similarities and differences between the two texts. Basic evidence of critical autonomy and engagement with texts in response. Basic ability to identify the target audience for the texts and evaluate them in relation to audience, form and function.

Level	A01	A02	A03i	A03ii
	<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>	<i>Demonstrate the ability to analyse critically and comparatively a range of texts to determine and account for their similarities and differences</i>
2 11-20 marks	<p>Limited understanding of the media language used in these texts. Limited analysis of the texts with few illustrations or examples – tendency to description evident.</p> <p>Limited conceptual exploration or developed argument. Limited use of appropriate terminology.</p> <p>Simplistic or unclear understanding of Key Concepts.</p>	<p>Weak synoptic ability, drawing on limited contextual reference. Largely unable to draw out form and function of each text within its medium.</p> <p>Limited awareness of institutional issues relating to these texts.</p> <p>Implicit basic awareness of cross medium mode of comparison for these texts and how this impacts on textual analysis, although this may not be explored directly.</p> <p>Implicit awareness of the complex relationship between these texts and the text they are promoting.</p>	<p>Limited ability to analyse the text in relation to ideas, theories, debates and information relevant to the study of contemporary media.</p> <p>Limited understanding of these texts as promotional and niche market texts.</p>	<p>Limited identification of similarities and differences between the two texts.</p> <p>Limited attempt at critical autonomy and engagement with the texts in response.</p> <p>Identifies the target audience for the texts and relates text to audience, form and function.</p> <p>Answer may be uneven with a greater focus on one of the two texts.</p>
1 0-10 marks	<p>Little relevant understanding of the media language used in these texts. Describes texts without analysis.</p> <p>Little use of appropriate terminology and response falls below A2 expectations for understanding of Key Concepts.</p>	<p>The answer does not move beyond the texts provided. No sense of institutional context for these texts.</p> <p>Very little awareness of cross medium mode of comparison for these texts and how this impacts on textual analysis.</p> <p>Very little awareness of the complex relationship between these texts and the text they are promoting – may not be aware that both texts are promoting the same text.</p>	<p>Little or no evidence of analysis in relation to ideas, theories, debates and information relevant to the study of contemporary media.</p>	<p>Little if any identification of similarities and differences between the two texts. Some material relating to target audience for texts, possibly with reference to form and function.</p> <p>Little, if any, sense of critical autonomy or critical voice.</p>