



General Certificate of Education

Media Studies 6571

MED6 Comparative Critical Analysis

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.

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.

Weighting of Assessment Objectives	
A01	5 %
A02	2 ½ %
A03i	2 ½ %
A03ii	5 %
Total	15 %

These weightings should be borne in mind when marking candidates’ scripts.

Texts:

Text One Renault Mégane advertisement in *Guardian Weekend* magazine, 6 November 2004

Text Two Extract from *Volvo* spoof documentary

On this examination paper candidates are required to consider:

- **KEY CONCEPTS**
- **WIDER CONTEXTS**
- **APPLICATION OF THEORY**
- **WEIGHTING OF ASSESSMENT OBJECTIVES**

Scripts must be marked in conjunction with the grade descriptors.

Valid points not listed above must be credited.

Examiners should not mark any of the notes made by candidates for this examination.

Quality of Written Communication

Examiners should reward responses which are well organised, clearly expressed and use appropriate terminology.

General Marking Criteria

Level 6 51 – 60 marks

Candidates make extensive use of their learning at AS and A2 levels, showing sophisticated application of wider contexts relevant to the texts informed by extensive exploration and debate.

There is very good evidence of critical autonomy - the ability to make individual judgements informed by relevant theories, issues and debates, underpinned by appropriate reference to the texts.

Candidates show a sophisticated identification of the form and function of the texts and the relationship between them, grounded in sophisticated usage of the Key Concepts in a well structured, articulate and engaged response.

Level 5 41 – 50 marks

Candidates make use of their learning at AS and A2 levels in responding to the texts, with good knowledge and application of wider contexts relevant to the materials and secure exploration and debate.

There is also good evidence of critical autonomy - the ability to make individual judgements informed by relevant theories, issues and debates.

Candidates show a good identification of the form and function of the texts and the relationship between them, grounded in secure knowledge and application of the Key Concepts in a well-structured and clearly expressed response.

Level 4 31 – 40 marks

Candidates make some use of their learning at AS and A2 levels in responding to the texts, with sound knowledge and application of wider contexts relevant to the materials and sound exploration and debate.

There is also evidence of critical autonomy - the ability to make individual judgements informed by relevant theories, issues and debates.

Candidates show a sound identification of the form and function of the texts and the relationship between them, centred on knowledge and application of the Key Concepts in a reasonably well-structured and expressed response.

Level 3 21 – 30 marks

Candidates make limited use of their learning at AS and A2 levels in responding to the texts, with limited knowledge and application of wider contexts relevant to the materials with some exploration and debate.

There is limited evidence of critical autonomy - the ability to make individual judgements informed by relevant theories, issues and debates.

Candidates show some identification of the form and function of the texts and the relationship between them and demonstrate some knowledge and application of the Key Concepts although this may not always be clearly expressed or structured.

Level 2 11 – 20 marks

Candidates make little use of their learning at AS and A2 levels in responding to the texts, demonstrating little awareness of the relevant wider contexts or media issues and debates.

Candidates attempt some identification of the form and function of the texts and the relationship between them, with some awareness of the Key Concepts. The response demonstrates understanding but is undeveloped and/or confused in places and the use of language may be awkward.

Level 1 0 – 10 marks

There may be points of analysis to credit here but answers may be primarily descriptive or may fail to engage with the materials.

MARK 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. It is also important to make a supporting statement at the end of the essay. It is useful to base the statement on phrases or whole sentences from the Level Descriptors. 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:

L	Media Language
A	Audience
Inst	Media Institution
N	Narrative
C/A	Critical Autonomy
T	Terminology
Desc	Description
✓	Good Point
✓✓	Very Good Point
?	Query/Questionable Point
R	Representation
V/I	Values and Ideology
G	Genre
Th	Media Theory
W/C	Wider Context
Rept	Repetition
Eg	Example
S	Synoptic
Comp	Comparison
D	Debates

An example will be given during the standardisation process of a 'Model Marked Script'.

POINTS TO REMEMBER

- Please mark positively at all times and take a "best fit" approach.
- Use the entire spread of marks.
- Reward appropriate use of media terminology (**not** language expression). See reference to quality of written communication on page 4.
- Reward unusual responses when supported by specific reference to texts/theories/debates/ideas and/or wider contexts or consult your Senior Examiner.
- Notes must **not** be marked.