



**General Certificate of Secondary Education  
June 2011**

**Media Studies 48101**

**(Specification 4810)**

**Unit 1: Investigating the Media**

**Final**

***Mark Scheme***

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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 events which all examiners participate in and is the scheme which was used by them in this examination. The standardisation process 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 standardisation each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, examiners encounter unusual answers which have not been raised 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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## GUIDANCE TO EXAMINERS

### Aims

When you are marking your scripts your aim should be:

1. to identify and reward the achievement of all candidates;
2. to ensure compatibility of assessment for all candidates, regardless of task or examiner.

### Approach

Examiners should reward any of the following:

- in role response
- reference to the brief
- evidence of research and independent learning
- understanding of technological or sociological influences on the genre
- a range of examples
- originality of thought

The preparation period should be reflected in the candidates' responses.

### The Principles of 'Best Fit'

The paper requires candidates to complete four separate tasks. Each have their own marking grid to reflect the weighting of the Assessment Objectives:

01 (AO1 and AO3)

02 (AO1, AO3 and AO4)

03 (AO1, AO3)

04 (AO1 and AO4)

Individual mark ranges are given for each AO, but these are provided for guidance only. Ultimately the response should be placed at a level that **best fits** the qualities of the response.

The Assessment Objective weightings for each task are given in the grid on page 4.

### Assessment Objectives

TASK	Knowledge and Understanding AO1 20%	Research, Planning and Presentation AO3 10%	Construct and Evaluate AO4 10%		
<table><tr><td>0</td><td>1</td></tr></table>	0	1	10	5	
0	1				
<table><tr><td>0</td><td>2</td></tr></table>	0	2	5	5	5
0	2				
<table><tr><td>0</td><td>3</td></tr></table>	0	3	10	5	
0	3				
<table><tr><td>0</td><td>4</td></tr></table>	0	4	5		10
0	4				
Total	30	15	15		

### Quality of Written Communication

Examiners are reminded of the Quality of Written Communication expectations highlighted in section 4.2 of the specification. They should reward responses which are well organised, clearly expressed and use appropriate terminology. Meaning should be clear.

## 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 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 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. Such comments should explain the level that the candidate's response has been placed in. An example will be presented at the standardisation meeting of a 'Model Marked Script'.

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
R	Representation
A	Audience
Inst	Media Institution
G	Genre
✓	Good point made
✓✓	Very good point made
Eg	Example/Illustration
Eg✓	Good Example/Illustration
Ex	Explanation/Exploration/Expansion/Evaluation
T	Terminology used
F	Focus on brief
Eg?	Needs illustration
Ex?	Needs explanation/exploration/expansion/evaluation
Rept	Repetition

## Points to Remember

- Please mark positively at all times
- Use the entire spread of marks
- Reward use of appropriate media terminology
- Reward unusual responses when supported by specific reference to text(s), or consult your senior examiner

### GENERIC MARKING GRID

LEVEL	AO1	AO3	AO4
	This tests the ability of candidates to recall, select and communicate their knowledge and understanding.	This tests the ability of candidates to demonstrate research, planning and presentation skills.	This tests the ability of candidates to construct and evaluate their own products.
6	<p><b>Excellent</b> in terms of its range and depth of understanding.</p> <p>Handles a range of content and concepts with skill. Knowledgeable and specialist work.</p>	<p>Demonstrates independence and flair. Material is well planned, accurate and skilfully tailored to meet the needs of the audience.</p> <p>Written expression is clear with a concise use of media vocabulary.</p>	<p>Production is creative and confident in working with the chosen medium.</p> <p>Evaluation is cogent, making critical connections with the key concepts.</p>
5	<p><b>Good</b> in terms of its range and depth of understanding.</p> <p>Knowledgeable, demonstrating engagement with the course material.</p>	<p>Successful and imaginative. Material is clearly organised and shaped to meet the needs of the audience.</p> <p>Written expression is clear using mainly appropriate media terminology.</p>	<p>Production is successful with some evidence of creativity in working with chosen medium.</p> <p>Evaluation is good and makes connections with key concepts.</p>
4	<p><b>Satisfactory</b> in terms of its range and depth of understanding.</p> <p>Demonstrates an ability to use content from the course.</p>	<p>Appropriate and clear. Generally fit for purpose and mostly meets the needs of the audience.</p> <p>Written expression is generally clear and uses some media terminology.</p>	<p>Production is appropriate and has some impact in working with chosen medium.</p> <p>Evaluation is sound and is able to make some links with the key concepts.</p>
3	<p><b>Basic</b> in terms of its range and depth of understanding.</p> <p>Demonstrates some work with the course content.</p>	<p>Research and planning is in evidence. Some attempt is made to meet the needs of the audience.</p> <p>Written expression may not be wholly effective but may use some media terminology.</p>	<p>Production is recognisable and works with chosen medium.</p> <p>Evaluation is descriptive but some key concepts are addressed.</p>
2	<p><b>Limited</b> in terms of its range and depth of understanding.</p> <p>Ideas sometimes demonstrate little work with the course material.</p>	<p>Some research and planning is in evidence. Partial attempt to meet the needs of the audience.</p> <p>Written expression may be quite restricted.</p>	<p>Production is partly recognisable demonstrating an attempt to work with the chosen medium.</p> <p>Comments about the production process are offered.</p>

<b>1</b>	No relevant response or completely misunderstands the task.	No relevant response or completely misunderstands the task.	No relevant response or completely misunderstands the task.
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0 1

We think the most important ingredients of successful Action Adventure films are the following:

- engaging and fast paced narratives
- courageous heroes/heroines
- exotic or glamorous locations.

From your viewing of Action Adventure films, explain how each of these ingredients has contributed to their success. (15 marks)

LEVEL	AO1  This tests the ability of candidates to recall, select and communicate their knowledge and understanding.	AO1 Marks	AO3  This tests the ability of candidates to demonstrate research, planning and presentation skills.	AO3 Marks
6	<p><b>Likely to debate assertions made here about success</b></p> <p><b>Excellent</b> knowledge of the ingredients of Action Adventure films, referring to all 3 bullet points. Responses are likely to be supported by apposite and well chosen examples.</p> <p><b>Excellent</b> understanding of the reasons behind the success of Action Adventure films is demonstrated.</p>	9 - 10	<p><b>Likely to demonstrate independence and flair in working with the brief</b></p> <p>Response is well organised and skilfully tailored to meet the needs of the audience.</p> <p>Written expression is clear and appropriate with a precise use of media terminology.</p>	5
5	<p><b>Likely to clearly support assertions made here about success</b></p> <p><b>Good</b> knowledge of the ingredients of Action Adventure films, referring to two or more bullet points.</p> <p><b>Good</b> understanding of the reasons behind the success of Action Adventure films, which are likely to be supported by relevant examples.</p>	7 - 8	<p><b>Likely to be successful in working with the brief</b></p> <p>Response is clearly organised and shaped to meet the needs of the audience.</p> <p>Written expression is clear and uses mainly appropriate media terminology.</p>	4



4	<p><b>Likely to respond by leading through practical examples</b></p> <p><b>Satisfactory</b> knowledge of the ingredients of Action Adventure films, referring to at least two bullet points.</p> <p><b>Satisfactory</b> understanding of reasons behind the success of Action Adventure films which is likely to be supported by examples.</p>	5 - 6	<p><b>Likely to shape a response to the brief</b></p> <p>Response is generally fit for purpose and mostly meets the needs of the audience.</p> <p>Written expression is clear and uses some appropriate media terminology.</p>	3
3	<p><b>Likely to work through practical examples</b></p> <p><b>Basic</b> knowledge of the ingredients of Action Adventure films, referring to one or more bullet points.</p> <p><b>Basic</b> understanding of the reasons behind the success of Action Adventure films which may be shown through examples.</p>	3 - 4	<p><b>Likely to attempt a response to the brief</b></p> <p>Some attempt has been made to meet the needs of the audience.</p> <p>Written expression is not wholly effective.</p>	2
2	<p><b>Likely to be underdeveloped/superficial</b></p> <p><b>Limited</b> knowledge of the ingredients of Action Adventure films, which may or may not refer to the bullet points.</p> <p><b>Limited</b> understanding of the reasons behind the success of Action Adventure films which may be demonstrated through chosen example(s).</p>	1 - 2	<p><b>Likely to offer little to reward</b></p> <p>A limited response which attempts, perhaps with partial success to address the needs of the audience.</p> <p>Written expression is quite restricted.</p>	1
1	<p><b>No work worth the award of a mark</b></p>	0	<p><b>No work worth the award of a mark</b></p>	0

- We expect candidates to provide examples from Action Adventure films to support and illustrate their points although candidates should be rewarded for the quality of their knowledge of the genre even if examples are not provided. Candidates will be able to access level 6 for AO1 without explicit reference to films they have viewed.

- If candidates have not addressed the three bullet points at all, but have offered other ingredients to explain the success of Action Adventure films, they should be credited for demonstrating knowledge and understanding and judged on its merit. However such a response would not be able to be placed higher than level 4 for AO1.

**0 2** Let's have your pitch for your Action Adventure film. You need to include:

- an appealing and suitable title
- a setting and location
- a brief synopsis
- two brief character profiles.

(15 marks)

LEVEL	AO1 This tests the ability of candidates to recall, select and communicate their knowledge and understanding.	Mark	AO3 This tests the ability of candidates to demonstrate research, planning and presentation skills.	Mark	AO4 This tests the ability of candidates to construct and evaluate their own products.	Mark
6	<b>Excellent handling of the genre</b>  Proposals demonstrate a confident understanding of the codes and conventions of Action Adventure films.	5	<b>Demonstrates independence</b> Well organised and accurate, skilfully tailored to meet the needs of the audience.  Written expression is clear with a precise use of media vocabulary.	5	<b>A totally workable pitch</b>  Completely in line with the brief.  Addresses each of the bullet points.  Proposal demonstrate flair and imagination.	5
5	<b>Good handling of the genre</b>  Proposals demonstrate a good understanding of the codes and conventions of Action Adventure films.	4	<b>Successful and imaginative</b>  Clearly organised, accurate, shaped to meet the needs of the audience.  Written expression is accurate and clearly expressed using mainly appropriate media terminology.	4	<b>A sound pitch</b>  Generally in line with the brief.  Addresses all of the points.  Proposal demonstrates some creativity.	4
4	<b>Satisfactory handling of the genre</b>  Proposals demonstrate understanding of the codes and conventions of Action Adventure films.	3	<b>Shapes a response</b>  Appropriate and clear. Generally fit for purpose and mostly meets the needs of the audience.  Written expression is clear and uses some media terminology.	3	<b>An appropriate pitch</b>  Mostly in line with the brief.  Addresses most of the points.  Proposal shows clear evidence of product.	3

<b>3</b>	<b>Basic work with the genre</b>  Proposals demonstrate evidence of some understanding of the codes and conventions of Action Adventure films.	<b>2</b>	<b>Attempts a response</b>  Not totally secure. Some attempt has been made to meet the needs of the audience.  Written expression is not wholly effective	<b>2</b>	<b>A recognisable pitch</b>  Attempts to work with the brief.  Addresses some of the points.  Some evidence of product.	<b>2</b>
<b>2</b>	<b>Limited work with the genre</b>  Proposals demonstrate little understanding of the codes and conventions of Action Adventure films.	<b>1</b>	<b>Limited response</b>  Limited attempt to address the needs of the audience. Written expression is quite restricted.	<b>1</b>	<b>Attempts a pitch</b>  Attempts to provide a pitch which addresses some of the points.	<b>1</b>
<b>1</b>	<b>No work worth the award of a mark</b>	<b>0</b>	<b>No work worth the award of a mark</b>	<b>0</b>	<b>No work worth the award of a mark</b>	<b>0</b>

- To reach level 6 responses must be completely in line with the brief:
  1. Global appeal
  2. Family audiences
  3. Strong narrative
  4. Believable/realistic characters.
- An Action Adventure film can cross sub genres but the proposal should demonstrate both adventure and action (either implicitly or explicitly) for it to be placed in level 4 and above.

**0 3** Tell us why your pitch will be successful. You need to explain why it will be popular with the target audience and how it meets the demands of our brief.  
(15 marks)

<b>LEVEL</b>	<b>AO1</b> This tests the ability of candidates to recall, select and communicate their knowledge and understanding.	<b>AO1 Marks</b>	<b>AO3</b> This tests the ability of candidates to demonstrate research, planning and presentation skills.	<b>AO3 Marks</b>
<b>6</b>	<p><b>Likely to offer a coherent and convincing rationale</b></p> <p><b>Excellent</b> knowledge and understanding of the demands of the brief.</p> <p>Offers a detailed explanation of all elements of the pitch.</p> <p>Offers convincing justification of both appeal to target audience and of how the demands of the brief have been met.</p>	9-10	<p><b>Likely to demonstrate independence and flair in working with the brief</b></p> <p>Response is well organised and skilfully tailored to meet the needs of the audience.</p> <p>Written expression is accurate and clear including a precise use of media terminology.</p>	5
<b>5</b>	<p><b>Likely to offer a clear and sound rationale</b></p> <p><b>Good</b> knowledge and understanding of the demands of the brief.</p> <p>Offers sound justification of all elements of the pitch.</p> <p>Offers clear justification of both appeal to target audience and of how the demands of the brief have been met.</p>	7 - 8	<p><b>Likely to be successful in working with the brief</b></p> <p>Response is clearly organised, accurate and clear, shaped to meet the needs of the audience.</p> <p>Written expression is clearly expressed using mainly appropriate media terminology.</p>	4
<b>4</b>	<p><b>Likely to offer a developing rationale</b></p> <p><b>Satisfactory</b> knowledge and understanding of the demands of the brief.</p> <p>Offers satisfactory justification of some elements of the pitch.</p> <p>Offers some justification of appeal to target audience and/or of how the demands of the brief have been met.</p>	5 - 6	<p><b>Likely to shape a response to a brief</b></p> <p>Response is appropriate and clear. Generally fit for purpose and mostly meets the needs of the audience.</p> <p>Written expression is clear and uses some mainly appropriate terminology.</p>	3

<b>3</b>	<p><b>Likely to offer suggestions about the appeal of the pitch</b></p> <p><b>Basic</b> knowledge and understanding of the demands of the brief.</p> <p>Offers some explanation of elements of the pitch.</p> <p>Makes some comments about appeal to target audience and/or the needs of the brief.</p>	<b>3 - 4</b>	<p><b>Likely to attempt to response to the brief</b></p> <p>Response is not totally secure. Some attempt has been made to meet the needs of the audience.</p> <p>Written expression is not wholly effective.</p>	<b>2</b>
<b>2</b>	<p><b>Likely to offer some comments about the pitch</b></p> <p><b>Limited</b> knowledge and understanding of the demands of the brief.</p> <p>Response makes some attempt to comment on elements of the pitch.</p> <p>Makes some suggestions about appeal to target audience and/or needs of the brief.</p>	<b>1 - 2</b>	<p><b>Likely to offer little to reward</b></p> <p>A limited response which attempts to address the needs of the audience.</p> <p>Written expression is quite restricted.</p>	<b>1</b>
<b>1</b>	<p><b>No work worth the award of a mark</b></p>	<b>0</b>	<p><b>No work worth the award of a mark</b></p>	<b>0</b>

<b>0</b>	<b>4</b>	We need to know what the marketing materials for your film would be like. Create a 30 second television trailer to promote your film, using the ten frame storyboard sheet enclosed. (15 marks)
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The following indicates key conventions which are characteristic of a storyboard:

A storyboard will characteristically make use of the following:

- images/vision
- camera shots
- shot movements
- narration/voiceover
- music/sound effects
- edits/timing.

<b>LEVEL</b>	<b>AO1</b> This tests the ability of the candidate to recall, select and communicate their knowledge and understanding.	<b>AO1 Marks</b>	<b>AO4</b> This tests the ability of candidates to construct and evaluate their own products	<b>AO4 Marks</b>
<b>6</b>	Responses demonstrate <b>excellent</b> knowledge and understanding of the conventions of trailer design.  <b>Excellent</b> links are made between the pitch and the promotional product.	<b>5</b>	Likely to offer a workable design totally fit for purpose.  Evidence of creativity, flair and imagination in that the design created will have an engaging and persuasive impact.	<b>9 - 10</b>
<b>5</b>	Responses demonstrate <b>good</b> knowledge and understanding of the conventions of trailer design.  <b>Good</b> links are made between the pitch and the promotional product.	<b>4</b>	Likely to offer a workable design appropriate both to the product and target audience.  There is some evidence of creativity and imagination so that the design created will be persuasive.	<b>7 - 8</b>
<b>4</b>	Responses demonstrate <b>satisfactory</b> knowledge and understanding of the conventions of trailer design but may confuse trailer with opening sequence.  <b>Satisfactory</b> links are made between the pitch and the promotional product	<b>3</b>	Likely to offer a design acknowledging the product and the target audience.  There is some evidence of creativity and imagination so that the design attempts to impact upon the target audience.	<b>5 - 6</b>

<b>3</b>	Responses demonstrate <b>basic</b> knowledge of the conventions of trailer design but may confuse trailer with opening sequence.  <b>Basic</b> links are made between the pitch and the product	<b>2</b>	Likely to offer a design which relates to the product and the target audience.  There is some evidence of design awareness.	<b>3 - 4</b>
<b>2</b>	Responses demonstrate <b>limited</b> knowledge of the conventions of trailer design but may confuse trailer with opening sequence.  There is an attempt to link the pitch and the product	<b>1</b>	Likely to offer a design which bears limited relationship to the product and the target audience.  There is limited evidence of design awareness	<b>1 - 2</b>
<b>1</b>	<b>No work worth the award of a mark</b>	<b>0</b>	<b>No work worth the award of a mark</b>	<b>0</b>

- Teaser trailers should be judged on their merit. Whilst not totally fitting the conventions of television film trailers, a response could be valid.
- Incomplete storyboards eg 2/3 frames also need to be judged on their merit. Mark and credit AO1 and AO4 where you can.

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