



General Certificate of Education

Media Studies 5571

MED2 Textual Topics in Contemporary 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 is textually-centred and topic based. Candidates are required to demonstrate their knowledge and understanding of the topics via the use of contemporary texts.
- The application of the conceptual framework is the skill that should underpin all discussion of texts and topics. This may be explicit or implicit.
- Information and exemplification should be subordinate to the ‘argument’ (the demands of the question) and should not submerge it.
- Textual reference may be narrow or wide-ranging depending on the demands of the question.
- Personal evaluation, where relevant, may range from a simple statement of opinion to a supported engagement with theory, research, ideas or information.

The Textual Topic Content (Section 11.3 in the specification) should be read alongside this mark scheme.

This unit assesses objectives AO1 (from specification page 12) and AO3i (from specification page 13).

Weightings of Assessment Objectives	
A01	10%
A03i	5%
Total	15%

Note on Contemporary Texts

With the exception of Documentary, candidates should focus on ‘contemporary’ texts, i.e. produced within the five years preceding the examination. Answers based on older texts cannot reach the higher levels of the mark scheme (levels 5 and 6). However, examiners should reward knowledge and application of the key concepts and the application and evaluation of relevant ideas, theories, debates or information. For Documentary, candidates may be required to consider pre-1990 texts as well.

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 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.

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/Ideas/Debates/Information
KC	Key Concept
F	Focus on question
Eg?	Needs illustration
Ex?	Needs explanation/exploration/expansion/evaluation
Rept	Repetition
I	Irrelevant
?	Confused/ambiguous

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).

Unit 2: Textual Topics in Contemporary Media: Question 1 (a)

(30 marks)

Discuss how individuals or groups are represented in one or more film AND/OR broadcast fiction text(s) of your choice.

Level 6 (26-30 marks)

The answer shows a confident conceptual exploration with a well developed discussion and a thorough knowledge of the chosen representations, provides relevant exemplification and demonstrates a clear understanding of how fictional representations work. It shows a critical understanding of relevant ideas, theories, debates or information, confident evaluation and personal response and competent use of appropriate terminology.

Level 5 (21-25 marks)

The answer shows a focused discussion using the conceptual framework and a sound knowledge of the chosen representations, provides relevant exemplification and demonstrates satisfactory understanding of how fictional representations work. It shows an engaged personal response, sound understanding of relevant ideas, theories, debates or information and an adequate use of appropriate terminology.

Level 4 (16-20 marks)

The answer shows a basic ability to present ideas within the conceptual framework and a solid knowledge of the chosen representations, provides relevant exemplification and demonstrates adequate understanding of how fictional representations work. It shows a sound personal response, satisfactory understanding of relevant ideas, theories, debates or information and a basic use of terminology.

Level 3 (11-15 marks)

The ideas are expressed clearly although the conceptual framework may be limited, and the answer shows a basic knowledge of the chosen representations, provides some relevant exemplification and makes limited reference to how fictional representations work. It shows a simple personal response, some limited understanding of some relevant ideas, theories, debates or information and a very basic use of terminology.

Level 2 (6-10 marks)

The ideas are presented in a mainly descriptive way and the answer shows a rudimentary knowledge of the chosen representations, possibly lacking relevant exemplification or making little reference to how fictional representations work. It shows a superficial response with a rudimentary understanding of some relevant ideas, theories, debates or information.

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, making an attempt to answer the question or providing exemplification. The answer shows next to no awareness of any ideas, theories, debates or information.

Unit 2: Textual Topics in Contemporary Media: Question 1 (b)**(30 marks)**

Show the ways in which one recent film OR broadcast fiction text gains and holds the attention of its audience.

Level 6 (26-30 marks)

The answer shows a confident conceptual exploration with a well developed discussion and a thorough knowledge of the chosen text, provides relevant exemplification and demonstrates a clear understanding of how attention gaining and holding strategies work. It shows a critical understanding of relevant ideas, theories, debates or information, confident evaluation and personal response and a competent use of appropriate terminology.

Level 5 (21-25 marks)

The answer shows a focused discussion using the conceptual framework and a sound knowledge of the chosen text, provides relevant exemplification and demonstrates satisfactory understanding of how attention gaining and holding strategies work. It shows an engaged personal response, sound understanding of relevant ideas, theories, debates or information and an adequate use of appropriate terminology.

Level 4 (16-20 marks)

The answer shows a basic ability to present ideas within the conceptual framework and a solid knowledge of the chosen text, provides relevant exemplification and demonstrates adequate understanding of how attention gaining and holding strategies work. It shows a sound personal response, satisfactory understanding of relevant ideas, theories, debates or information and a basic use of appropriate terminology.

Level 3 (11-15 marks)

The ideas are expressed clearly although the conceptual framework may be limited, and the answer shows a basic knowledge of the chosen text, provides some relevant exemplification and makes limited reference to how attention gaining and holding strategies work. It shows a simple personal response, some limited understanding of some relevant ideas, theories, debates or information and a very basic use of terminology.

Level 2 (6-10 marks)

The ideas are presented in a mainly descriptive way and the answer shows a rudimentary knowledge of the chosen text, possibly lacking relevant exemplification or making little reference to how attention gaining and holding strategies work. It shows a superficial response, with a rudimentary understanding of some relevant ideas, theories, debates or information.

Level 1 (0-5 marks)

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

Unit 2: Textual Topics in Contemporary Media: Question 2 (a)

(30 marks)

“They were once seen as earnest exercises in propaganda. Now documentaries are packing out the multiplexes.” (Blake Morriison in *The Guardian* 5/4/2004.)

Discuss the reasons for the popularity of the documentary genre for 21st century audiences. Support your answer with specific reference to one or more texts.

Level 6 (26-30 marks)

The answer shows a confident conceptual exploration with a well developed discussion and a thorough knowledge of the chosen texts and its appeal, provides relevant exemplification and demonstrates a clear understanding of how and why documentaries have become popular with audiences. It shows a critical understanding of relevant ideas, theories, debates or information, confident evaluation and personal response and competent use of appropriate terminology.

Level 5 (21-25 marks)

The answer shows a focused discussion using the conceptual framework and a sound knowledge of the chosen texts and its appeal, provides relevant exemplification and demonstrates satisfactory understanding of how and why documentaries have become popular with audiences. It shows an engaged personal response, sound understanding of relevant ideas, theories, debates or information and adequate use of appropriate terminology.

Level 4 (16-20 marks)

The answer shows a basic ability to present ideas within the conceptual framework, and a solid knowledge of the chosen texts and its appeal, provides relevant exemplification and demonstrates adequate understanding of how and why documentaries have become popular with audiences. It shows a sound personal response, satisfactory understanding of relevant ideas, theories, debates or information and a basic use of terminology.

Level 3 (11-15 marks)

The ideas are expressed clearly although the conceptual framework may be limited, and the answer shows a basic knowledge of the chosen texts and its appeal, provides some relevant exemplification and makes limited reference to how and why documentaries have become popular with audiences. It shows a simple personal response, some limited understanding of some relevant ideas, theories, debates or information and a very basic use of terminology.

Level 2 (6-10 marks)

The ideas are presented in a mainly descriptive way and the answer shows a rudimentary knowledge of the chosen texts and its appeal, possibly lacking relevant exemplification or making little reference to how and why documentaries have become popular with audiences. It shows a superficial response, with a rudimentary understanding of some relevant ideas, theories, debates or information.

Level 1 (0-5 marks)

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

Unit 2: Textual Topics in Contemporary Media: Question 2 (b)**(30 marks)**

“A documentary is a negotiation between reality on the one hand and image, interpretation and bias on the other.”

Is this an accurate description of documentary? You should provide detailed textual references in your answer.

Level 6 (26-30 marks)

The answer shows a confident conceptual exploration with a well developed discussion and a thorough knowledge of the appeal of the chosen text(s), provides relevant exemplification and demonstrates a clear understanding of how issues of interpretation and bias (realism issues) are central in the production of documentaries. It shows a critical understanding of relevant ideas, theories, debates or information, confident evaluation and personal response and a competent use of appropriate terminology.

Level 5 (21-25 marks)

The answer shows a focused discussion using the conceptual framework and a sound knowledge of the appeal of the chosen text(s), provides relevant exemplification and demonstrates satisfactory understanding of how issues of interpretation and bias (realism issues) are central in the production of documentaries. It shows an engaged and personal response, sound understanding of relevant ideas, theories, debates or information and an adequate use of terminology.

Level 4 (16-20 marks)

The answer shows a basic ability to present ideas within the conceptual framework and a solid knowledge of the appeal of the chosen text(s), provides relevant exemplification and demonstrates adequate understanding of how issues of interpretation and bias (realism issues) are central in the production of documentaries. It shows a sound personal response, satisfactory understanding of relevant ideas, theories, debates or information and a basic use of terminology.

Level 3 (11-15 marks)

The ideas are expressed clearly although the conceptual framework may be limited, and the answer shows a basic knowledge of the appeal of the chosen text(s), provides some relevant exemplification and makes limited reference to how issues of interpretation and bias (realism issues) are central in the production of documentaries. It shows a simple personal response, some limited understanding of some relevant ideas, theories, debates or information and a very basic use of terminology.

Level 2 (6-10 marks)

The ideas are presented in a mainly descriptive way and the answer shows a rudimentary knowledge of the appeal of the chosen text(s), often lacking relevant exemplification or making little reference to how issues of interpretation and bias (realism issues) are central in the production of documentaries. It shows a superficial response, with a rudimentary understanding of some relevant ideas, theories, debates or information.

Level 1 (0-5 marks)

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

Unit 2: Textual Topics in Contemporary Media: Question 3 (a)

(30 marks)

Discuss how and why a brand of your choice has changed its brand image.

Support your answer with textual evidence from a recent campaign.

Level 6 (26-30 marks)

The answer shows a confident conceptual exploration with a well developed discussion and a thorough knowledge of the chosen brand's campaign, provides relevant textual exemplification and demonstrates clear understanding of how and why brand image changes. It shows a critical understanding of relevant ideas, theories, debates or information, confident evaluation and personal response and a competent use of appropriate terminology.

Level 5 (21-25 marks)

The answer shows a focused discussion using the conceptual framework and a sound knowledge of the chosen brand's campaign, provides relevant textual exemplification and demonstrates satisfactory understanding of how and why brand image changes. It shows an engaged personal response, sound understanding of relevant ideas, theories, debates or information and an adequate use of terminology.

Level 4 (16-20 marks)

The answer shows a basic ability to present ideas within the conceptual framework and a solid knowledge of the chosen brand's campaign, provides relevant textual exemplification and demonstrates adequate understanding of how and why brand image changes. It shows a sound personal response, satisfactory understanding of relevant ideas, theories, debates or information and a basic use of terminology.

Level 3 (11-15 marks)

The ideas are expressed clearly although the conceptual framework may be limited, and the answer shows a basic knowledge of the chosen brand's campaign, provides some relevant exemplification and makes limited reference to how and why brand image changes. It shows a simple personal response, some limited understanding of some relevant ideas, theories, debates or information and a very basic use of terminology.

Level 2 (6-10 marks)

The ideas are presented in a mainly descriptive way and the answer shows a rudimentary knowledge of the chosen brand's campaign, possibly lacking relevant exemplification or making little reference to how and why brand image changes. It shows a superficial response with a rudimentary understanding of some relevant ideas, theories, debates or information.

Level 1 (0-5 marks)

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

Unit 2: Textual Topics in Contemporary Media: Question 3 (b)**(30 marks)**

How are covert promotional techniques used by advertisers and marketers to reach and appeal to target audiences?

Provide recent examples to support your answer.

Level 6 (26-30 marks)

The answer shows a confident conceptual exploration with a well developed discussion and a thorough knowledge of covert promotional techniques, provides relevant exemplification and demonstrates clear understanding of how covert techniques are used to reach and appeal to target audiences. It shows a critical understanding of relevant ideas, theories, debates or information, confident evaluation and personal response and competent use of appropriate terminology.

Level 5 (21-25 marks)

The answer shows a focused discussion using the conceptual framework and a sound knowledge of covert promotional techniques, provides relevant exemplification and demonstrates satisfactory understanding of how covert techniques are used to reach and appeal to target audiences. It shows an engaged personal response, sound understanding of relevant ideas, theories, debates or information, and adequate use of terminology.

Level 4 (16-20 marks)

The answer shows a basic ability to present ideas within the conceptual framework and a solid knowledge of covert promotional techniques, provides relevant exemplification and demonstrates adequate understanding of how covert techniques are used to reach and appeal to target audiences. It shows a sound personal response, satisfactory understanding of relevant ideas, theories, debates or information, and a basic use of terminology.

Level 3 (11-15 marks)

The ideas are expressed clearly although the conceptual framework may be limited, and the answer shows a basic knowledge of covert promotional techniques, provides some relevant exemplification and makes limited reference to how covert techniques are used to reach and appeal to target audiences. It shows a simple personal response, some limited understanding of some relevant ideas, theories, debates or information and a very basic use of terminology.

Level 2 (6-10 marks)

The ideas are presented in a mainly descriptive way and the answer shows a rudimentary knowledge of covert promotional techniques, possibly lacking relevant exemplification or making little reference to how covert techniques are used to reach and appeal to target audiences. It shows a superficial response, with a rudimentary understanding of some relevant ideas, theories, debates or information.

Level 1 (0-5 marks)

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

Unit 2: Textual Topics in Contemporary Media: Question 4 (a)

(30 marks)

What factors influence the presentation of news and features in British newspapers? Support your ideas by providing examples from at least two newspapers.

Level 6 (26-30 marks)

The answer shows a confident conceptual exploration with a well developed discussion and a thorough knowledge of the chosen texts, provides relevant exemplification and demonstrates clear understanding of how news stories and features are presented. It shows a critical understanding of relevant ideas, theories, debates or information, confident evaluation and personal response and a competent use of appropriate terminology.

Level 5 (21-25 marks)

The answer shows a focused discussion using the conceptual framework and a sound knowledge of the chosen texts, provides relevant exemplification and demonstrates satisfactory understanding of how news stories and features are presented. It shows an engaged personal response, a sound understanding of relevant ideas, theories, debates or information and an adequate use of terminology.

Level 4 (16-20 marks)

The answer shows a basic ability to present ideas within the conceptual framework and a solid knowledge of the chosen texts, provides relevant exemplification and demonstrates adequate understanding of how news stories and features are presented. It shows a sound personal response, satisfactory understanding of relevant ideas, theories, debates or information and a basic use of terminology.

Level 3 (11-15 marks)

The ideas are expressed clearly although the conceptual framework may be limited, and the answer shows a basic knowledge of the chosen texts, provides some relevant exemplification and makes limited reference to how news stories and features are presented. It shows a simple personal response, some limited understanding of some relevant ideas, theories, debates or information and a very basic use of terminology.

Level 2 (6-10 marks)

The ideas are presented in a mainly descriptive way and the answer shows a rudimentary knowledge of the chosen texts, possibly lacking relevant exemplification or making little reference to how news stories and features are presented. It is a superficial response showing a rudimentary understanding of some relevant ideas, theories, debates or information.

Level 1 (0-5 marks)

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

Unit 2: Textual Topics in Contemporary Media: Question 4 (b)**(30 marks)**

It has been said that journalism is now contaminated by bias, campaigning, scandal and sensationalism. Is this a fair criticism of the British newspapers you have studied?

Level 6 (26-30 marks)

The answer shows a confident conceptual exploration with a well developed discussion and a thorough knowledge of the chosen newspapers, provides relevant exemplification and demonstrates a clear understanding of critiques and debates about press coverage. It shows a critical understanding of relevant ideas, theories, debates or information, confident evaluation and personal response and a competent use of appropriate terminology.

Level 5 (21-25 marks)

The answer shows a focused discussion using the conceptual framework and a sound knowledge of the chosen newspapers, provides relevant exemplification and demonstrates satisfactory understanding of critiques and debates about press coverage. It shows an engaged personal response, sound understanding of relevant ideas, theories, debates or information and an adequate use of terminology.

Level 4 (16-20 marks)

The answer shows a basic ability to present ideas within the conceptual framework and a solid knowledge of the chosen newspapers, provides relevant exemplification and demonstrates adequate understanding of critiques and debates about press coverage. It shows a sound personal response, satisfactory understanding of relevant ideas, theories, debates or information and a basic use of terminology.

Level 3 (11-15 marks)

The ideas are expressed clearly although the conceptual framework may be limited, and the answer shows a basic knowledge of the chosen newspapers, provides some relevant exemplification and makes limited reference of critiques and debates about press coverage. It shows a simple personal response, some limited understanding of some relevant ideas, theories, debates or information and a very basic use of terminology.

Level 2 (6-10 marks)

The ideas are presented in a mainly descriptive way and the answer shows a rudimentary knowledge of the chosen newspapers, possibly lacking relevant exemplification or making little reference to critiques and debates about press coverage. It is a superficial response showing a rudimentary understanding of some relevant ideas, theories, debates or information.

Level 1 (0-5 marks)

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