

Version 1.0



**General Certificate of Education
June 2013**

Media Studies

MEST1

Unit 1: Investigating Media

Final

Mark Scheme

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 during the standardisation process 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 students' 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 students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after this meeting, 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 students' 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.

Further copies of this Mark Scheme are available to download from the AQA Website: www.aqa.org.uk

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MARKING NOTATION

Examiners are reminded that it is essential to notate while marking. It is not enough to tick every page of writing. Students 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 dragged onto the end of each answer. They should demonstrate that the mark scheme has been applied and clearly indicate the reasons for the mark allocated. Such comments should help to explain the level that the students response has been placed in.

For Section A clips, use the annotations from the generic CMI+ carousel:

	Correct
	Incorrect
	Doubtful
	Missing
	VeryGood
	SeenButNoMark
BOD	BenefitOfDoubt
NR	NotRelevant

For Section B clips, use the CMI+ carousel and annotations below (available in 'Related Parts Comments' on CMI+):

Eg	Example/Illustration
Th	Theories/Ideas/Debates/Issues
F	Focus on question
Rept	Repetition
Desc	Description
P1	Reference to first platform
P2	Reference to second platform
P3	Reference to third platform

Level descriptors must also be dragged into the end of each clip to demonstrate how the mark scheme has been applied and clearly indicate the reasons for the mark allocated. These will be available in 'Related Parts Comments'. Examiners' own comments can also be added in the final comment box to help to further explain the mark awarded (e.g. use of best fit). An example of a 'Model Marked Script' will be presented at the time of standardisation.

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 8.
- Reward unusual responses when supported by specific reference to text(s), or consult your senior examiner
- Notes must not be marked

Investigating Media (MEST1)

80 raw marks - 48 marks for Section A (AO1) and 32 marks for Section B (AO2)
Weighting: AO1 60%, AO2 40%

Section A Texts, Concepts and Contexts

(48 marks)

This section assesses the following assessment objective:

AO1: Demonstrate knowledge and understanding of media concepts, contexts (and critical debates)

4 questions @ 12 marks each = 48 marks

These short answer questions are designed to encourage students to demonstrate knowledge and understanding of media concepts and the production contexts within which texts are produced (AO1).

Each question should be marked using the appropriate marking criteria. The list of suggested content for each question is not exhaustive and students are not expected to refer to all of it in their answers.

Section B Cross-Media Study

(32 marks)

This section assesses the following assessment objective:

AO2: Apply knowledge and understanding when analysing media products and processes to show how meanings and responses are created.

Students will have undertaken a cross-media study. The questions are designed to assess students' ability to apply their knowledge and understanding of the products and processes in their chosen topic area: (a) across the range of media platforms and (b) to explore how meanings and responses are created.

As indicated within each level, Quality of Written Communication should be taken into account when awarding marks.

Question 1 Media Institutions**(12 marks)****What is the BBC hoping to achieve by including behind the scenes footage?**

The question tests knowledge and understanding of media institutions, specifically the institution's aims and objectives in creating a media product.

Anticipated content: This is a guide to what might be expected in students' answers. However it is not exhaustive. Be prepared to accept original and different ideas. Ultimately students should be rewarded for what they have achieved, not penalised for what they may have omitted.

The BBC's aims/objectives potentially include:

Positive brand image (expertise)	Promotion of association with technology
Fulfilment of remit (educate/inform/entertain)	Justification of high budget (and licence fee)
Showcase of high production values	Personification (humour and dedication of crew)

Level 4 (10-12 marks)

Thorough knowledge and understanding of a **wide range** of the institution's aims/objectives, demonstrated by **detailed reference** to the product and **confident** use of media terminology.

Level 3 (7-9 marks)

Sound knowledge and understanding of **several** of the institution's aims/objectives, demonstrated by **solid reference** to the product and **proficient** use of media terminology.

Level 2 (4-6 marks)

Some knowledge and understanding of **some** of the institution's aims/objectives, demonstrated by **some reference** to the product and **some adequate** use of media terminology.

Level 1 (1-3 marks)

Limited knowledge and understanding of the of the institution's aims/objectives, demonstrated by **superficial reference** to the product and **very limited** use of media terminology.

Level 0 (0 marks)

No relevant/appropriate/suitable response.

Question 2 Media Forms**(12 marks)****How are editing and sound used in the sequence to structure the narrative?**

This question tests knowledge and understanding of the concept of media forms, in this case how editing and sound are used in a moving image sequence to aid story structure.

Anticipated content: This is a guide to what might be expected in students' answers. However it is not exhaustive. Be prepared to accept original and different ideas. Ultimately students should be rewarded for what they have achieved, not penalised for what they may have omitted.

The narrative is structured in the following ways through editing and sound:

Initial Equilibrium: VO: 'Whatever the crew tries...' + shots of difficulties

Development + Exposition: characterisation of crew through VO's use of first names + crew vs animals (VO: 'If you can't beat them...' + shots of struggle)

Disequilibrium: eerie music + VO: '...only a small hole as lifeline to the surface'

Climax: LS of penguins (with diegetic movement sounds/bubbles heightened in mix) + change to magical music (faded up) + VO: 'This is Antarctica at its most enchanting...'

Resolution: euphoric music + slow motion + VO hyperbole: 'finally', 'dramatic', 'spectacular', super slow motion images'. Diegetic sound of belly-flop splash (in CU) higher in mix + VO: 'John's camera is finally capturing...' + fade to black.

Level 4 (10-12 marks)

Thorough knowledge and understanding of a **wide range** of ways editing and sound is used to structure the narrative, demonstrated by **detailed reference** to the product and **confident** use of media terminology.

Level 3 (7-9 marks)

Sound knowledge and understanding of **several** ways editing and sound is used to structure the narrative, demonstrated by **solid reference** to the product and **proficient** use of media terminology.

Level 2 (4-6 marks)

Some knowledge and understanding of **some** ways editing and/or sound is used to structure the narrative, demonstrated by **some reference** to the product and **some adequate** use of media terminology.

Level 1 (1-3 marks)

Limited knowledge and understanding of how editing and/or sound is used to structure the narrative, demonstrated by **superficial reference** to the product and **very limited** use of media terminology.

Level 0 (0 marks)

No relevant/appropriate/suitable response.

Question 3 Media Representations**(12 marks)****How is the camera crew represented in the sequence?**

This question tests knowledge and understanding of how representations are constructed and conveyed within media products, in this case the representation of the camera crew in the sequence.

Anticipated content: This is a guide to what might be expected in students' answers. However it is not exhaustive. Be prepared to accept original and different ideas. Ultimately students should be rewarded for what they have achieved, not penalised for what they may have omitted).

The camera crew is represented in the following ways as:

Initially at mercy of animals (reactive pan + LS of hands in air + VO: 'Whatever the crew tries...')

At one with nature (VO: 'Didier now shares the penguins' perspective' + shot of penguins splashing into lap)

Heroic (VO: '300 miles from help...' + 'Didier seizes his chance')

Working against all odds (VO: 'Scuba-diving in the coldest waters on the planet...' + 'After weeks of struggle...')

Pragmatic and patient (VO: 'If you can't beat them, join them')

Team players (VO: 'crew')

Humorous + friendly (Didier: 'See you on the other side!' + John: 'We're getting run over by penguins!' + John's direct address to camera: 'I think it worked!')

Gender stereotypes (men associated with technology: VO: 'John's camera...')

Wherever possible, links should be made to analysis of media language (with examples from the text) to show how representations are constructed and conveyed.

Level 4 (10-12 marks)

Thorough knowledge and understanding of a **wide range** of ways the camera crew is represented, demonstrated by **detailed reference** to the product and **confident** use of media terminology.

Level 3 (7-9 marks)

Sound knowledge and understanding of **several** ways the camera crew is represented, demonstrated by **solid reference** to the product and **proficient** use of media terminology.

Level 2 (4-6 marks)

Some knowledge and understanding of **some** ways the camera crew is represented, demonstrated by **some reference** to the product and **some adequate** use of media terminology.

Level 1 (1-3 marks)

Limited knowledge and understanding of how the camera crew is represented, demonstrated by **superficial reference** to the product and **very limited** use of media terminology.

Level 0 (0 marks)

No relevant/appropriate/suitable response.

Question 4 Media Audiences**(12 marks)****Does the programme ‘inform, educate and entertain’ its audience?**

This question tests knowledge and understanding of media audiences, specifically how they might be informed, educated or entertained by a media product.

Anticipated content: This is a guide to what might be expected in students’ answers. However it is not exhaustive. Be prepared to accept original and different ideas. Ultimately students should be rewarded for what they have achieved, not penalised for what they may have omitted.

The programme may offer the following positive values to its audience:

Education and/or Information: use of technology, making-of, OU involvement, ability to see extreme environments/natural beauty/penguins’ perspective

Entertainment: use of narrative (positive resolution), humour (‘spectacular belly-flop’), identification with camera crew (+ characterisation)

Accept negative responses that challenge the remit of the question.

Level 4 (10-12 marks)

Thorough knowledge and understanding of a **wide range** of ways the audience is educated/informed/entertained, demonstrated by **detailed reference** to the product and **confident** use of media terminology.

Level 3 (7-9 marks)

Sound knowledge and understanding of **several** ways the audience is educated/informed/entertained, demonstrated by **solid reference** to the product and **proficient** use of media terminology.

Level 2 (4-6 marks)

Some knowledge and understanding of **some** ways the audience is educated and/or informed and/or entertained, demonstrated by **some reference** to the product and **some adequate** use of media terminology.

Level 1 (1-3 marks)

Limited knowledge and understanding of how the audience is educated or informed or entertained, demonstrated by **superficial reference** to the product and **very limited** use of media terminology.

Level 0 (0 marks)

No relevant/appropriate/suitable response.

EITHER**Question 5**

How far does the platform on which they are consumed determine the construction of media products in your cross-media study?

**Support your answer with reference to a range of products from three media platforms.
(32 marks)**

<p>Level 4 (25-32 marks)</p>	<ul style="list-style-type: none"> • Thorough application of knowledge and understanding of reasons why codes and conventions are similar/different • Thorough use of a range of detailed examples from three media platforms • Clear, well organised and appropriate communication. Engaged response with fluent use of media terminology • Confident understanding and application of media ideas/issues/theories/debates
<p>Level 3 (17-24 marks)</p>	<ul style="list-style-type: none"> • Sound application of knowledge and understanding of reasons why codes and conventions are similar/different • Satisfactory use of a range of examples from three media platforms • Clear and appropriate communication. Ideas are structured with consistency and media terminology is used accurately • Sound understanding of media ideas/issues/theories/debates
<p>Level 2 (9-16 marks)</p>	<ul style="list-style-type: none"> • Some application of knowledge and understanding of reasons why codes and conventions are similar/different • Adequate use of some examples from at least two media platforms • Communication of ideas may be inconsistent with some limited use of media terminology • Some understanding of media ideas/issues/theories/debates
<p>Level 1 (1-8 marks)</p>	<ul style="list-style-type: none"> • Limited application of knowledge and understanding of reasons why codes and conventions are similar/different • Scant or generalised use of examples from perhaps only one media platform • There may be some confusion and imbalance within the response • Limited awareness of media ideas/issues/theories/debates and/or media terminology
<p>Level 0 (0 marks)</p>	<ul style="list-style-type: none"> • No relevant/appropriate/suitable response

OR

Question 6

Explore how representations are constructed in media products from your cross-media study.

Support your answer with reference to a range of products from three media platforms.

(32 marks)

<p>Level 4 (25-32 marks)</p>	<ul style="list-style-type: none"> • Thorough application of knowledge and understanding of how representations are constructed in media products • Thorough use of a range of detailed examples from three media platforms • Clear, well organised and appropriate communication. Engaged response with fluent use of media terminology • Confident understanding and application of media ideas/issues/theories/debates
<p>Level 3 (17-24 marks)</p>	<ul style="list-style-type: none"> • Sound application of knowledge and understanding of how representations are constructed in media products • Satisfactory use of a range of examples from three media platforms • Clear and appropriate communication. Ideas are structured with consistency and media terminology is used accurately • Sound understanding of media ideas/issues/theories/debates
<p>Level 2 (9-16 marks)</p>	<ul style="list-style-type: none"> • Some application of knowledge and understanding of how representations are constructed in media products • Adequate use of some examples from at least two media platforms • Communication of ideas may be inconsistent with some limited use of media terminology • Some understanding of media ideas/issues/theories/debates
<p>Level 1 (1-8 marks)</p>	<ul style="list-style-type: none"> • Limited application of knowledge and understanding of how representations are constructed in media products • Scant or generalised use of examples from perhaps only one media platform • There may be some confusion and imbalance within the response • Limited awareness of media ideas/issues/theories/debates and/or media terminology
<p>Level 0 (0 marks)</p>	<ul style="list-style-type: none"> • No relevant/appropriate/suitable response

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