

**Oxford Cambridge and RSA Examinations**  
**General Certificate of Secondary Education**

**MEDIA STUDIES**  
CROSS-MEDIA TOPICS  
FOUNDATION TIER

**1918/5**

**Revised Specimen Paper 2003**

Additional materials: answer booklet  
Candidates answer on the answer booklet

**TIME** 1 hour 30 minutes

**INSTRUCTIONS TO CANDIDATES**

- Answer two questions, one from Section A and one from Section B.
- Read each question carefully and make sure you know what you have to do before starting your answer.

**INFORMATION FOR CANDIDATES**

- The number of marks is given in brackets [ ] at the end of each question or part question.
- The total number of marks for this paper is 60.

Question number	For examiner's use only
1	
2	
3	
4	
<b>TOTAL</b>	

Choose ONE topic you have studied.

## SECTION A: MEDIA PRODUCERS AND AUDIENCES

Answer either Question 1 News or Question 2 Advertising.

**Either Question 1: News**

With detailed reference to at least two examples from different media, identify and describe the main methods of news presentation.

In your answer you might:

- consider which stories were chosen;
- describe the ways in which each medium was used;
- show how the programmes tried to appeal to their audiences.

**[30]**

**Or Question 2: Advertising**

With detailed reference to at least two advertisements from different media, describe the main methods used by the advertisers.

In your answer you might:

- describe the ways in which each medium was used;
- show how the products were made attractive to their audiences.

**[30]**

## SECTION B: MESSAGES AND VALUES

Answer either Question 3 News or Question 4 Advertising. Answer on the same topic that you chose in Section A.

**Either Question 3: News**

How have the messages and values conveyed in the news changed? In your answer, consider at least a past news story and a more recent one from a different medium.

In your answer you might:

- describe the presentation of individuals, groups of people or places;
- show what is similar and what has changed;
- discuss the messages and values in these presentations.

**[30]**

**Or Question 4: Advertising**

How have the messages and values conveyed in advertisements changed? In your answer, consider at least a past advertisement and a more recent one from a different medium.

In your answer you might:

- describe the presentation of people and/or products;
- show what is similar and what has changed;
- discuss the messages and values in these presentations.

**[30]**

**[Total: 60 marks]**





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MARK SCHEME

**Revised Specimen Paper 2003**

## General points for examiners of both tiers.

Having familiarised themselves with the mark scheme, examiners should apply it in the following way:

- read a complete answer, ticking points that are valid to the question asked – refer to the specific points in the mark scheme that accompanies each question;
- reward valid points that are not included in the mark scheme;
- consider the generic mark scheme for the appropriate tier of entry;
- fit the answer into the appropriate mark level range, choosing a mark on the basis of best-fit.

Examiners should note that the Levels for the tiers overlap but the Levels earn different marks that depend on the tier of entry:

Foundation Tier	Higher Tier
Level 1: 0-7	
Level 2: 8-15	
Level 3: 16-23	Level 1: 0-7
Level 4: 24-30	Level 2: 8-15
	Level 3: 16-23
	Level 4: 24-30

The bullet-points on the Foundation Tier are for the guidance of candidates and are not meant to be essay-plans. Candidates may structure their answers around texts or in other valid ways. Reward relevant and valid points as they occur even in poorly structured answers.

Each question addresses a specific Assessment Objective and the relevant Assessment Objectives do not include marks for the quality of the candidate's expression or essay planning. The generic mark scheme, however, includes reward for good analysis and the use of media terminology. Able candidates are more likely to structure their answers in ways that reflect good analysis and allow them to compare texts. Examiners may need to reward evidence of implicit understanding and analysis in the work of many candidates.

Examiners must check that the demands of the questions, which reflect the Assessment Objectives, are met. Each question must cover at least two media. Questions 3 and 4 must cover two media and at least one non-contemporary text. Examiners, having regard for the ephemeral nature of the news and advertisements, should use their discretion on the choices of non-contemporary texts. Good practice, however, should mean that teachers have chosen texts that allow their candidates to make relevant and valid points about the changes in media messages and values over time.

Where candidates have failed to meet the Assessment Objectives they should be assessed accordingly and a comment to that effect added at the end of the candidate's answer. In effect, candidates who cover only one medium should have their answers marked out of 15. Candidates who fail to cover a non-contemporary text in answers to Questions 3 or 4 should be marked out of 20, or 10 if they only cover one medium. Fit the response into the appropriate Level, use best-fit, then reduce the marks accordingly.

## **Generic Mark Scheme Foundation Tier**

Paper 3 assesses Assessment Objectives 4 and 5.

### **Level 1: 0-7**

Answers that demonstrate minimal knowledge and understanding of the task; they will probably miss the central point of the questions and will make minimal reference to the chosen texts. The ability to analyse examples/texts, in order to demonstrate knowledge and understanding of the key conceptual aspects of media producers and audiences (AO4) and messages and values (AO5) in the chosen topics, will be minimal. The candidate's factual knowledge is mostly inaccurate at this level and answers will have little relevance to the question. Answers are not developed in any detail and are likely to be very brief, missing, incomplete or incoherent.

### **Level 2: 8-15**

Answers that present basic knowledge and understanding of the task and which demonstrate a basic knowledge of what the question demands. Answers are likely to attempt some basic references to textual evidence from the chosen texts. The ability to analyse examples/texts, in order to demonstrate knowledge and understanding of the key conceptual aspects of media producers and audiences (AO4) and messages and values (AO5) in the chosen topics, will be basic. The candidate's factual knowledge is basically accurate and some of the answer will be relevant to the question. Answers are not developed in detail and opinions/assertions are likely to be unsubstantiated by relevant examples. The candidate's responses are likely to be descriptive but may imply some knowledge and understanding. Examiners should reward implicit understanding.

### **Level 3: 16-23**

Answers that demonstrate limited knowledge and understanding of the topic and a limited understanding of what the question demands. Answers are substantiated by some relevant references to textual evidence. The ability to analyse examples/texts, in order to demonstrate knowledge and understanding of the key conceptual aspects of media producers and audiences (AO4) and messages and values (AO5) in the chosen topics, will be limited. The candidate's factual knowledge will be fairly accurate and much of the answer will be relevant to the question. Answers are developed in limited detail and opinions/assertions are substantiated by some relevant examples. More able candidates in this mark range will offer explicit comments and some media terminology. They would show some ability to compare texts.

### **Level 4: 24-30**

Answers that reflect a competent understanding and knowledge of the topic and a sound response to the demands of the question, supported by relevant evidence from the texts. The ability to analyse examples/texts, in order to demonstrate knowledge and understanding of the key conceptual aspects of media producers and audiences (AO4) and messages and values (AO5) in the chosen topics, will be competent. The candidate's factual knowledge will be mostly accurate and most of the answer will be relevant to the question. Answers are developed in some detail and opinions/assertions are substantiated by relevant examples. Candidates in this mark range will use media terminology accurately. They will demonstrate the ability to compare texts and media forms.

**Component 5 Foundation Tier Mark Scheme  
Cross-Media Topics**

Choose **ONE** topic that you have studied.

**SECTION A: MEDIA PRODUCERS AND AUDIENCES**

**Answer either Question 1 News or Question 2 Advertising.**

**Either Question 1: News**

With detailed reference to at least two examples from different media, identify and describe the main methods of news presentation.

In your answer you might:

- consider which stories were chosen;
- describe the ways in which each medium was used;
- show how the programmes tried to appeal to their audiences.

**[30]**

**Candidates might include the following points:**

- the roles played by different personnel;
- the running order;
- the methods and conventions of presentation, e.g. sets, graphics, images, modes of address, the use of language, presenters;
- profiles of the target audiences;
- analysis of examples;
- comparison of the above in different media.

**Level 1: 0-7:**

Candidates in this mark range will not:

- describe the texts coherently;
- be clear about the relevance of their examples to the question;
- include the significance of the presentational devices;
- compare the examples;
- define audiences clearly.

**Level 2: 8-15:**

Candidates in this mark range may:

- describe the texts coherently;
- attempt to say why their examples are relevant to the question;
- describe the presentational devices coherently;
- try to compare the examples;
- define some aspects of the audiences.

**Level 3: 16-23:**

Candidates in this mark range may:

- describe the texts coherently;
- say why their examples are relevant to the question;
- describe the presentational devices coherently;
- begin to use some media terms;
- compare some aspects of the examples;
- define aspects of the different audiences.

**Level 4: 24-30:**

Candidates in this mark range may:

- describe the texts coherently;
- support their points with details that are relevant to the question;
- begin to analyse the presentational devices coherently;
- use media terminology accurately;
- compare explicitly some aspects of the examples;
- define the different audiences.

**Or Question 2: Advertising**

With detailed reference to at least two advertisements from different media, describe the main methods used by the advertisers.

In your answer you might:

- describe the ways in which each medium was used
- show how the products were made attractive to their audiences.

[30]

**Candidates might include the following points:**

- the conventions of advertising;
- the techniques of persuasion;
- methods of presentation, e.g. graphics, images, sounds, modes of address, the use of language, personalities;
- analysis of the texts;
- comparison of the texts in different media;
- definitions of audiences.

**Level 1: 0-7:**

Candidates in this mark range will not:

- describe the texts coherently;
- be clear about the relevance of their examples to the question;
- include the significance of the presentational devices;
- compare the examples;
- define audiences clearly.

**Level 2: 8-15:**

Candidates in this mark range may:

- describe the texts coherently;
- attempt to say why their examples are relevant to the question;
- describe the presentational devices coherently;
- try to compare the examples;
- define some aspects of the audiences.

**Level 3: 16-23:**

Candidates in this mark range may:

- describe the texts coherently;
- say why their examples are relevant to the question;
- describe the presentational devices coherently;
- begin to use some media terms;
- compare some aspects of the examples;
- define aspects of the different audiences.

**Level 4: 24-30:**

Candidates in this mark range may:

- describe the texts coherently;
- support their points with details that are relevant to the question;
- begin to analyse the presentational devices coherently;
- use media terminology accurately;
- compare explicitly some aspects of the examples;
- define the different audiences.

## SECTION B: MESSAGES AND VALUES

Answer either Question 3 News or Question 4 Advertising. Answer on the same topic that you chose in Section A.

### Either Question 3: News

How have the messages and values conveyed in the news changed? In your answer, consider at least a past news story and a more recent one from a different medium.

In your answer you might:

- describe the presentation of individuals, groups of people or places;
- show what is similar and what has changed;
- discuss the messages and values in these presentations.

[30]

### Candidates might include the following points:

- the methods of representation, e.g. visual, verbal and written codes
- how those codes convey messages and values
- different interpretations of representations
- relevant news values
- preferred readings
- analysis of examples
- comparison of representations in different media and different times.

### Level 1: 0-7:

Candidates in this mark range will not:

- describe the texts coherently;
- describe the codes and conventions of the texts;
- appreciate the significance of those codes and conventions in presenting messages and values;
- compare the examples.

### Level 2: 8-15:

Candidates in this mark range may:

- describe the texts coherently;
- describe some of the codes and conventions of the texts;
- appreciate the significance of some of those codes and conventions in presenting messages and values;
- try to compare the examples.

### Level 3: 16-23

Candidates in this mark range may:

- describe the texts coherently;
- describe the codes and conventions of the texts;
- appreciate the significance of those codes and conventions in presenting messages and values;
- begin to use some media terms;
- compare some aspects of the examples.

**Level 4: 24-30**

Candidates in this mark range may:

- describe the texts coherently;
- describe the codes and conventions of the texts;
- begin to analyse the significance of those codes and conventions in presenting messages and values;
- use media terminology accurately;
- compare explicitly some aspects of the examples.

**Or Question 4: Advertising**

How have the messages and values conveyed in advertisements changed? In your answer, consider at least a past advertisement and a more recent one from a different medium.

In your answer you might:

- describe the presentation of people and/or products
- show what is similar and what has changed
- discuss the messages and values in these presentations.

**[30]**

**Candidates might include the following points:**

- analysis of visual, verbal and written codes
- the ways in which they convey representations
- the messages and values in those representations
- interpretations of the representations, including preferred readings
- comparisons of the different representations in different media and over time.

**Level 1: 0-7:**

Candidates in this mark range will not:

- describe the texts coherently;
- describe the codes and conventions of the texts;
- appreciate the significance of those codes and conventions in presenting messages and values;
- compare the examples.

**Level 2: 8-15:**

Candidates in this mark range may:

- describe the texts coherently;
- describe some of the codes and conventions of the texts;
- appreciate the significance of some of those codes and conventions in presenting messages and values;
- try to compare the examples.

**Level 3: 16-23**

Candidates in this mark range may:

- describe the texts coherently;
- describe the codes and conventions of the texts;
- appreciate the significance of those codes and conventions in presenting messages and values;
- begin to use some media terms;
- compare some aspects of the examples.

**Level 4: 24-30**

Candidates in this mark range may:

- describe the texts coherently;
- describe the codes and conventions of the texts;
- begin to analyse the significance of those codes and conventions in presenting messages and values;
- use media terminology accurately;
- compare explicitly some aspects of the examples.