Mark schemes are prepared by the Lead Assessment Writer 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 associates 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 associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students’ scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

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 from aqa.org.uk
Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student’s answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student’s answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie. if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student’s answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner’s mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.
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 student’s response has been placed in.

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

- Correct
- Incorrect
- Doubtful
- Missing
- VeryGood
- SeenButNoMark
- 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 (eg. 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 of the specification
- Reward unusual responses when supported by specific reference to product(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 products 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 (and evaluating their own practical work) 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 Representations

How is the housing estate and the people who live there represented in the sequence?

[12 marks]

This question tests knowledge and understanding of media representations, in this case how people and places are represented.

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 housing estate and the people who live there are represented in the following ways:

- Typical architecture of a housing estate – rows of flats and walk ways
- Little privacy – everyone knows each other
- Bright sunshine creates a positive mood
- Clean and tidy – emphasis on flowers, trees and window boxes which suggest pride in the estate
- Police tape suggests the traditional stereotype of a housing estate as a high crime area.
- Multi-cultural, diverse range of characters, working together, sense of community, outwitting the police
- People on the estate are engaged in criminal activities – reinforcing negative stereotypes of class and ethnicity

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<td>10 – 12</td>
<td>Mostly focused on the question of the ways the housing estate and the people who live there are represented. Responses demonstrate clear conceptual understanding evidenced through a range of ideas, supported by mostly detailed exemplification from the product. Appropriate application of terminology and/or theory</td>
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<td>7 – 9</td>
<td>Attempt to focus on the question of the ways the housing estate and the people who live there are represented. Responses demonstrate conceptual understanding evidenced through ideas, usually, but not always, supported by appropriate exemplification from the product. With some use of terminology and/or theory</td>
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<td>4 – 6</td>
<td>Lacks consistent question focus, yet demonstrates knowledge of concepts, terms and ideas. Exemplification is likely to be thin and/or descriptive. Response lists ideas rather than applying concepts and terms</td>
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<td>1 – 3</td>
<td>Weak on question focus. Few, if any, relevant ideas. Exemplification, terms and subject knowledge are mostly absent or irrelevant. Likely to struggle to get beyond description</td>
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Question 2

Media Forms

How are different techniques used to construct the narrative of the sequence?

[12 marks]

This question tests knowledge and understanding of the concept of media forms, in this case how different techniques are used to construct the narrative.

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 constructed using the following techniques:

- Point of view shot at the beginning leads the audience into the events
- Equilibrium/Disequilibrium
- Cross cutting between different spaces, characters and actions
- Framing – audience shown the events unfolding behind Tracey
- Performance of the actors and characters
- Characterisation and stereotyping
- Repetition of actions and appearance of characters.
- Soundtrack cues action and pace

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Question 3

Media Audiences

How is the audience positioned to respond to Tracey?

[12 marks]

This question tests knowledge and understanding of the concept of audience, in this case how their response to the central character is positioned through different techniques.

**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 audience are positioned to respond to Tracey in the following ways:

- Direct connection with the character: framed centrally and in the foreground of the action, direct mode of address to camera
- Access to the character’s thoughts and aspirations – taken into her confidence like a friend
- Viewer knows more than the character – suggests her innocence and naivety, reinforced by her performance, hair and costume
- Tracey stays separate from the activity behind her – law abiding
- Evident that she is popular and approachable
- She is witty and funny the audience warms to her humour

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Question 4

Media Institutions

How does the sequence reflect E4’s remit to be innovative and distinctive? [12 marks]

This question tests knowledge and understanding of media institutions, in this case how the sequence reflects E4’s remit to be innovative and distinctive.

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.

E4’s remit to be innovative and distinctive is evident in the following ways:
• Marginalised groups and places made central
• Audience alignment with unconventional central character
• Challenging stereotypes
• Innovative storytelling – breaking the fourth wall via direct mode of address
• Youth audience
• May make references to other E4 programmes

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Either

**Question 5**

Explore the idea that representations within media products are designed to appeal to audiences of those products.

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

[32 marks]

| Level 4 (25–32 marks) | Mostly focused on the question  
| | Thorough application of knowledge and understanding of how representations are designed to appeal to audiences of those 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 |

| Level 3 (17–24 marks) | Attempt to focus on the question  
| | Sound application of knowledge and understanding of how representations are designed to appeal to audiences of those 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 |

| Level 2 (9–16 marks) | Lacks consistent question focus  
| | Some application of knowledge and understanding of how representations are designed to appeal to audiences of those 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 |

| Level 1 (1–8 marks) | Weak on question focus  
| | Limited application of knowledge and understanding of how representations are designed to appeal to audiences of those 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 |

| Level 0 (0 marks) | No relevant content |
Question 6

Producers rely on familiar formats and content in order to attract audiences.

How far is this true of the products in your cross-media study?

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

[32 marks]

Level 4 (25–32 marks)

- Mostly focused on the question
- Thorough application of knowledge and understanding of how far producers rely on familiar formats and content in order to attract audiences.
- 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

Level 3 (17–24 marks)

- Attempt to focus on the question
- Sound application of knowledge and understanding of how far producers rely on familiar formats and content in order to attract audiences.
- 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

Level 2 (9–16 marks)

- Lacks consistent question focus
- Some application of knowledge and understanding of how far producers rely on familiar formats and content in order to attract audiences.
- 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

Level 1 (1–8 marks)

- Weak on question focus
- Limited application of knowledge and understanding of how far producers rely on familiar formats and content in order to attract audiences.
- 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

Level 0 (0 marks)

- No relevant content