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.
Points To Remember

- Please mark positively
- Use the entire spread of marks and take a “best fit” approach
- Reward use of appropriate media terminology (not language expression)
- Reward unusual responses when supported by specific reference to text(s), or consult your senior examiner
- Notes must not be marked.

Critical Perspectives (MEST3)

80 raw marks - 32 marks for Section A (AO1) and 48 marks for Section B (AO2)

Weighting: AO1 40%, AO2 60%

Section A Total 32 marks

This section assesses the following assessment objective:

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

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

Section B Total 48 marks

This section assesses the following assessment objective:

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

Each question should be marked using the appropriate marking criteria.
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.

Use the annotations below from the toolbar:

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Component Definition</th>
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<tbody>
<tr>
<td>DES</td>
<td>Description</td>
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<td>?</td>
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<td>C</td>
<td>Critical Autonomy</td>
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<td>EG</td>
<td>Example</td>
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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. It is useful to take these comments from the level descriptors. An example will be presented at the standardisation meeting of a ‘Model Marked Script’.
Question 1

01 How do the two products encourage audience engagement? [8 marks]

Assessment of:
- Analysis
- Concepts
- Reference to products

Indicative Content:
Use of comedy
Use of celebrity - Carrie Fisher in IBM product
Use of mise en scène, cinematography, lighting, editing etc
Combination of real life with “what if?” scenarios
Humanisation of robots (IBM)
Spectrum of opportunity provided by internet access (AT&T)

Level 4 (7–8 marks)
A sophisticated analysis, showing very good critical autonomy.
Sophisticated understanding of media concepts, in particular media language within both media products.
Supported by detailed references to both media products. Articulate and engaged.

Level 3 (5–6 marks)
A proficient analysis, showing good critical autonomy.
Good understanding of media concepts, in particular media language within both media products.
Supported by references to both media products.
Clearly expressed.

Level 2 (3–4 marks)
A satisfactory analysis, showing critical autonomy.
Adequate understanding of media concepts, in particular media language within both media products.
Supported by references to the media product(s). Generally clear expression.

Level 1 (1–2 marks)
A basic analysis.
Some understanding of media concepts, in particular media language within the media product(s).
Meaning may be obscured at times by weaknesses in written communication.

Level 0 (0 marks)
No relevant content.
Question 2

02 In what ways could it be argued that we are now over-reliant on media technology?

You may refer to other media products to support your answer.

[12 marks]

Assessment of:
- Evaluation
- Media concepts/theories/debates
- Examples can be from unseen exam products or other media products

**Indicative Content:**
Discussion of the emergence of new media technologies
Discussion of increasing reliance on inter-connectivity
Development of technologies
Variety of opportunities available online
Discussion of “global village”
Changes in social values and protocols over time

**Level 4 (10–12 marks)**

A sophisticated evaluation, showing very good critical autonomy.
Detailed and sophisticated application of a wide range of media issues/debates/theories.
Supports answer with a wide range of examples.
Articulate and engaged.

**Level 3 (7–9 marks)**

A proficient evaluation, showing good critical autonomy.
Proficient application of a range of media issues/debates/theories.
Supports answer with a range of examples.
Clearly expressed.

**Level 2 (4–6 marks)**

A satisfactory evaluation, showing critical autonomy.
Adequate application of a number of media issues/debates/theories.
May support answer with examples.
Generally clear expression.

**Level 1 (1–3 marks)**

A basic evaluation.
Basic application of some critical issues/debates/theories.
Meaning may be obscured at times by weaknesses in written communication.

**Level 0 (0 marks)**

No relevant content.
Question 3

To what extent does our online identity reflect our real life identity? You should refer to other media products to support your answer. [12 marks]

Assessment of:
- Evaluation
- Wider contexts
- Examples should be from other media products

Indicative Content:
Discussion of real vs online
Opportunity for people to have more than one online identity
Debate re: concept of “online friendship”
Potential to increase political awareness and political expression
Issues arising from the anonymity of an online forum
Consideration of trolls/cat-fishing/negative developments of online technologies
Different values held by different generations - the presence of social media has always been there for current teenagers, whereas it is a different opportunity for expression for older people

Level 4 (10–12 marks)
A sophisticated and detailed evaluation, showing very good critical autonomy.
Sophisticated and detailed application of a wide range of wider contexts.
Supports answer with a wide range of examples from other media.
Articulate and engaged.

Level 3 (7–9 marks)
A proficient evaluation, showing good critical autonomy.
Proficient application of a range of wider contexts.
Supports answer with a range of examples of other media.
Clearly expressed.

Level 2 (4–6 marks)
A satisfactory evaluation, showing critical autonomy.
Adequate application of a number of wider contexts.
Supports answer with examples from other media.
Generally clear expression.

Level 1 (1–3 marks)
A basic evaluation.
Basic application of some wider contexts.
Some examples from other media included.
Meaning may be obscured at times by weaknesses in written communication.

Level 0 (0 marks)
No relevant content.
**Identities and the Media**

**Question 4**

0 4 The internet offers greater opportunity for everyone to express their identity.

Discuss the positives and negatives of this statement with reference to your case study.

[48 marks]

**Question 5**

0 5 The media can have a powerful impact upon an individual’s identity.

Discuss this statement with reference to your case study.

[48 marks]

| Level 4 (37–48 marks) | A sophisticated and comprehensive essay, showing very good critical autonomy.  
| Fresh and detailed understanding of identities and the media.  
| A sharp focus on the question throughout.  
| Sophisticated application of a wide range of media issues/debates/theories and wider contexts.  
| A comprehensive individual case study, with a wide range of detailed examples.  
| Well structured, articulate and engaged. |

| Level 3 (25–36 marks) | A good essay, showing good critical autonomy.  
| Proficient understanding of identities and the media.  
| A clear focus on the question.  
| Good application of a range of media issues/debates/theories and wider contexts.  
| A clear individual case study, with a range of examples.  
| Well-structured and clearly expressed. |

| Level 2 (13–24 marks) | A satisfactory essay, showing critical autonomy.  
| Adequate understanding of identities and the media.  
| Focuses mainly on the question.  
| Adequate application of media issues/debates/theories and wider contexts.  
| An adequate individual case study, with a number of examples.  
| Mostly well-structured and generally clear. |

| Level 1 (1–12 marks) | A basic essay.  
| Some understanding of identity and the media.  
| May lack focus on the question.  
| A basic application of some media issues/debates/theories or wider contexts.  
| Evidence of a case study and supported by some examples.  
| Meaning may be obscured at times by weaknesses in communication. |

| Level 0 (0 marks) | No relevant content. |
Indicative Content:
The following are possible discussion points that may be found in candidate responses. They should not be seen as an exhaustive list. Indeed, examiners should expect to see unexpected content. Candidates should be rewarded for what they have produced, not marked down for unusual content.

Question 4:
• Opportunity for people to express themselves that they do not have in real life
• Trolling/hiding behind a “twitter egg” etc
• Chance to be contentious without, perhaps, the recourse that would occur in real life
• Consideration of privacy - most people do not keep their online profiles as “public”
• Consideration of access - does “everyone” have the same access to those online spaces?

Question 5:
• Continual presence of media in everyday life
• Difficulty in avoiding media
• Power of the media vs resistance of the people
• Power of advertising/social media in influencing individual choice
• Expressions of identity that do not rely on media forms
### The Impact of New/Digital Media

#### Question 6

0 6

The internet is now dominated by hackers, viruses, trolls, fake news and cyber-war.

Does our increased use of technology pose more risks than it offers benefits?  

[48 marks]

#### Question 7

0 7

Constant technological change has created the opportunity for some media institutions to increase their influence upon our lives.

With reference to your case study discuss whether this matters.  

[48 marks]

| Level 4 (37–48 marks) | A sophisticated and comprehensive essay, showing very good critical autonomy.  
A sophisticated and detailed understanding of the impact of new and digital media.  
A sharp focus on the question throughout.  
Sophisticated application of a wide range of media issues/debates/theories and wider contexts.  
A comprehensive individual case study, with a wide range of detailed examples.  
Well structured, articulate and engaged. |
|---|---|
| Level 3 (25–36 marks) | A good essay, showing good critical autonomy.  
Proficient understanding of the impact of new and digital media.  
A clear focus on the question.  
Good application of a range of media issues/debates/theories and wider contexts.  
A clear individual case study, with a range of examples.  
Well-structured and clearly expressed. |
| Level 2 (13–24 marks) | A satisfactory essay, showing critical autonomy.  
Adequate understanding of the impact of new and digital media.  
Focuses mainly on the question.  
Adequate application of media issues/debats/theories and wider contexts.  
An adequate individual case study, with a number of examples.  
Mostly well-structured and generally clear. |
| Level 1 (1–12 marks) | A basic essay.  
Some understanding of the impact of new and digital media.  
May lack focus on the question.  
A basic application of some media issues/debates/theories or wider contexts.  
Evidence of a case study and supported by some examples.  
Meaning may be obscured at times by weaknesses in communication. |
| Level 0 (0 marks) | No relevant content. |
Indicative Content:
The following are possible discussion points that may be found in candidate responses. They should not be seen as an exhaustive list. Indeed, examiners should expect to see unexpected content. Candidates should be rewarded for what they have produced, not marked down for unusual content.

Question 6:
- Consideration of risks posed by media technology
- Consideration of benefits offered by media technology
- Awareness of different audience response, based on age, gender, social class etc
- Ability of audiences to differentiate / avoid media / actively choose not to engage
- The role of trolls / people being deliberately provocative

Question 7:
- Awareness of recent technological changes
- Concept of global village and development of international media conglomerates
- Consideration of privacy - how much personal information is held by media companies?
- Structure of different media organisations - many tentacles
- Ability of individuals to disengage with media / reliance on those media platforms and technologies