

Version 1.0



**General Certificate of Education  
January 2013**

**Media Studies**

**MEST3**

**Unit 3: Critical Perspectives**

**Post-Standardisation**

***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 each examiner 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, 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](http://www.aqa.org.uk)

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### **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. Students 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.

There follows a list of notations you should use. These should be written in the left hand margin alongside the relevant point to which they refer:

✓	Good point made
✓✓	Very good point made
L	Media Language
R	Representation
A	Audience
Inst	Media Institution
G	Genre
N	Narrative
V/I	Values and Ideology
R	Representation
NDM	New and Digital Media
Th	Theory
ID	Media Issue/Debate
WC	Wider Contexts
ICS	Independent Case Study
Eg	Example
T	Terminology
F	Focus on Question
CA	Critical Autonomy
Rept	Repetition
?	Questionable Point
Desc	Description

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

## **SECTION A**

### **Question 1**

**Evaluate how the narrative techniques used attempt to position the audience and to create excitement. (8 marks)**

#### **Level 4 (7-8 marks)**

A sophisticated analysis and evaluation, showing very good critical autonomy.  
Sophisticated understanding of media concepts, in particular the narrative within both media products.  
Supported by detailed references to both media products.  
Articulate and engaged.

#### **Level 3 (5-6 marks)**

A proficient analysis and evaluation, showing good critical autonomy.  
Good understanding of media concepts, in particular the narrative within both media products.  
Supported by references to both media products.  
Clearly expressed.

#### **Level 2 (3-4 marks)**

A satisfactory analysis and evaluation, showing critical autonomy.  
Adequate understanding of media concepts, in particular the narrative 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 the narrative within the media product(s).  
Meaning may be obscured at times by weaknesses in written communications.

#### **Level 0 (0 marks)**

Mostly descriptive and/or irrelevant answer.

## **Question 2**

**How has digital television transformed the viewing behaviour of audiences?  
You may also refer to other media products to support your answer. (12 marks)**

### **Level 4 (10-12 marks)**

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

### **Level 1 (1-3 marks)**

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

### **Level 0 (0 marks)**

Mostly descriptive and/or irrelevant answer.

### **Question 3**

**Is the media able to challenge traditional representations of femininity?  
You should refer to other media products to support your answer. (12 marks)**

#### **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)**

Mostly descriptive and/or irrelevant answer.

**SECTION B****Question 4**

**Representations are rarely straightforward but are often complex and may be contradictory.**

**What evidence is there for this in your case study?**

**(48 marks)**

<p><b>Level 4 (37- 48 marks)</b></p>	<p>A sophisticated and comprehensive essay, showing very good critical autonomy. Sophisticated and detailed understanding of representation. A sharp focus on the question throughout. Sophisticated application of a wide range of media debates, issues and theories and wider contexts. A comprehensive individual case study, with a wide range of detailed examples. Well structured, articulate and engaged.</p>
<p><b>Level 3 (25-36 marks)</b></p>	<p>A good essay, showing good critical autonomy. Proficient understanding of representation. A clear focus on the question. Good application of range of media debates, issues and theories and wider contexts. A clear individual case study, with a range of examples. Well structured and clearly expressed.</p>
<p><b>Level 2 (13-24 marks)</b></p>	<p>A satisfactory essay, showing critical autonomy. Adequate understanding of representation. Focuses mainly on the question. Adequate application of media debates, issues and theories and/or wider contexts. An adequate individual case study, with a number of examples. Mostly well structured and generally clear.</p>
<p><b>Level 1 (1-12 marks)</b></p>	<p>A basic essay. Some understanding of representation. May lack focus on the question. A basic application of some media debates or issues or theories or wider contexts. Evidence of a case study and supported by some examples. Meaning may be obscured at times by weaknesses in communication.</p>
<p><b>Level 0 (0 marks)</b></p>	<p>Mostly descriptive and/or irrelevant answer. Little focus on the question.</p>

**Question 5**

**One effect of repeated negative representation is to demonise and marginalise.**

**How far is this true of the representation of the group or place you have studied?  
(48 marks)**

<p><b>Level 4 (37- 48 marks)</b></p>	<p>A sophisticated and comprehensive essay, showing very good critical autonomy. Sophisticated and detailed understanding of representation. A sharp focus on the question throughout. Sophisticated application of a wide range of media debates, issues and theories and wider contexts. A comprehensive individual case study, with a wide range of detailed examples. Well structured, articulate and engaged.</p>
<p><b>Level 3 (25-36 marks)</b></p>	<p>A good essay, showing good critical autonomy. Proficient understanding of representation. A clear focus on the question. Good application of range of media debates, issues and theories and wider contexts. A clear individual case study, with a range of examples. Well structured and clearly expressed.</p>
<p><b>Level 2 (13-24 marks)</b></p>	<p>A satisfactory essay, showing critical autonomy. Adequate understanding of representation. Focuses mainly on the question. Adequate application of media debates, issues and theories and/or wider contexts. An adequate individual case study, with a number of examples. Mostly well structured and generally clear.</p>
<p><b>Level 1 (1-12 marks)</b></p>	<p>A basic essay. Some understanding of representation. May lack focus on the question. A basic application of some media debates or issues or theories or wider contexts. Evidence of a case study and supported by some examples. Meaning may be obscured at times by weaknesses in communication.</p>
<p><b>Level 0 (0 marks)</b></p>	<p>Mostly descriptive and/or irrelevant answer. Little focus on the question.</p>

**Question 6**

**The internet is a democratic space, where we are all free to participate equally.**

**Using your own case study, discuss whether the impact of new and digital media is democratic. (48 marks)**

<p><b>Level 4 (37- 48 marks)</b></p>	<p>A sophisticated and comprehensive essay, showing very good critical autonomy. Sophisticated and detailed understanding of new and digital media. A sharp focus on the question throughout. Sophisticated application of a wide range of media debates, issues and theories and wider contexts. A comprehensive individual case study, with a wide range of detailed examples. Well structured, articulate and engaged.</p>
<p><b>Level 3 (25-36 marks)</b></p>	<p>A good essay, showing good critical autonomy. Proficient understanding of new and digital media. A clear focus on the question. Good application of range of media debates, issues and theories and wider contexts. A clear individual case study, with a range of examples. Well structured and clearly expressed.</p>
<p><b>Level 2 (13-24 marks)</b></p>	<p>A satisfactory essay, showing critical autonomy. Adequate understanding of new and digital media. Focuses mainly on the question. Adequate application of media debates, issues and theories and/or wider contexts. An adequate individual case study, with a number of examples. Mostly well structured and generally clear.</p>
<p><b>Level 1 (1-12 marks)</b></p>	<p>A basic essay. Some understanding of new and digital media. May lack focus on the question. A basic application of some media debates or issues or theories or wider contexts. Evidence of a case study and supported by some examples. Meaning may be obscured at times by weaknesses in communication.</p>
<p><b>Level 0 (0 marks)</b></p>	<p>Mostly descriptive and/or irrelevant answer. Little focus on the question.</p>

**Question 7**

**New and digital media offer a wide range of competing ideas and opinions from experts and journalists to bloggers and social networkers, making it harder for audiences to know who to trust.**

**In such an environment, how does the audience know who to trust? (48 marks)**

<b>Level 4 (37- 48 marks)</b>	A sophisticated and comprehensive essay, showing very good critical autonomy. Sophisticated and detailed understanding of new and digital media. A sharp focus on the question throughout. Sophisticated application of a wide range of media debates, issues and theories and wider contexts. A comprehensive individual case study, with a wide range of detailed examples. Well structured, articulate and engaged.
<b>Level 3 (25-36 marks)</b>	A good essay, showing good critical autonomy. Proficient understanding of new and digital media. A clear focus on the question. Good application of range of media debates, issues and theories and wider contexts. A clear individual case study, with a range of examples. Well structured and clearly expressed.
<b>Level 2 (13-24 marks)</b>	A satisfactory essay, showing critical autonomy. Adequate understanding of new and digital media. Focuses mainly on the question. Adequate application of media debates, issues and theories and/or wider contexts. An adequate individual case study, with a number of examples. Mostly well structured and generally clear.
<b>Level 1 (1-12 marks)</b>	A basic essay. Some understanding of new and digital media. May lack focus on the question. A basic application of some media debates or issues or theories or wider contexts. Evidence of a case study and supported by some examples. Meaning may be obscured at times by weaknesses in communication.
<b>Level 0 (0 marks)</b>	Mostly descriptive and/or irrelevant answer. Little focus on the question.