

Version 1.0



**General Certificate of Education
June 2013**

Media Studies

MEST3

Unit 3: Critical Perspectives

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 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.

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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 students 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 |
| Th | Theory |
| MD | Media issue/debate |
| WC | wider contexts |
| CA | Critical autonomy |
| Eg | Example |
| T | Terminology |
| F | Focus on question |
| 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 at the standardisation meeting of a 'Model Marked Script'.

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

SECTION A

Question 1

**How does *Kerrang!* create a strong brand identity in these print and online products?
(8 marks)**

Assessment of:

- Analysis
- Concepts
- References to products

Level 4 (7-8 marks)

A sophisticated analysis, showing very good critical autonomy.
Sophisticated understanding of media concepts, in particular media language and institution – brand 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 and institution – brand 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 and institution – brand 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 and institution – brand within the media product(s).
Meaning may be obscured at times by weaknesses in written communication.

Level 0 (0 marks)

Mostly descriptive and/or irrelevant answer.

Question 2

**How is the representation of masculinity constructed to appeal to the audience?
You may also refer to other media products to support your answer. (12 marks)**

Assessment of:

- Evaluation
- Media issues/debates/theories
- Examples – may

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 and 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 and 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 and theories.
May support answer with examples.
Generally clear expression.

Level 1 (1-3 marks)

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

Level 0 (0 marks)

Mostly descriptive and/or irrelevant answer.

Question 3

**How important is it for producers of print products to have a multi-platform presence?
You should refer to other media products to support your answer. (12 marks)**

Assessment of:

- Evaluation
- Wider contexts
- Examples – should

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

Assessment of:

- Understanding of Representation or The impact of New/Digital Media
- Focus on the question
- Media issues/debates/theories and wider contexts
- Independent case study with examples

Question 4

Does globalisation mean that audiences have a wider range of representations to choose from or does it result in a particular representation being dominant?

Use your own case study to evaluate the impact of globalisation on media representations. (48 marks)

Question 5

How and why does the representation of the group or place you have studied reflect and reinforce dominant values and ideologies? (48 marks)

Question 6

Does your case study suggest that new and digital media have had a positive impact by offering audiences a more diverse range of values and ideologies? (48 marks)

Question 7

New and digital media have led many media producers to involve their audiences more. However audience involvement is only superficial and media producers have ensured they maintain control.

Use your case study to evaluate whether new and digital media have changed the role of producers. (48 marks)

| | |
|---|---|
| <p>Level 4 (37- 48 marks)</p> | <p>A sophisticated and comprehensive essay, showing very good critical autonomy. Sophisticated and detailed understanding of representation/new and digital media. A sharp focus on the question throughout. Sophisticated application of a wide range of media debates/issues/theories and wider contexts. A comprehensive individual case study, with a wide range of detailed examples. Well structured, articulate and engaged.</p> |
| <p>Level 3 (25 - 36 marks)</p> | <p>A good essay, showing good critical autonomy. Proficient understanding of representation/new and digital media. A clear focus on the question. Good application of a 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> |

| | |
|------------------------------------|---|
| Level 2 (13 - 24 marks) | A satisfactory essay, showing critical autonomy. Adequate understanding of representation/new and digital media. Focuses mainly on the question. Adequate application of media debates/issues/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 representation/new and digital media. May lack focus on the question. A basic application of some media debates/issues/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) | Mostly descriptive and/or irrelevant answer. Little focus on the question. |