



**General Certificate of Secondary Education  
June 2012**

**Media Studies 48101**

**(Specification 4810)**

**Unit 1: Investigating the Media**

**Post-Standardisation**

***Mark Scheme***

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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 at the standardisation events 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 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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## **GUIDANCE TO EXAMINERS**

### **Aims**

When you are marking your scripts your aim should be:

1. to identify and reward the achievement of all students
2. to ensure consistency of assessment for all students.

### **Approach**

Examiners should reward the following:

- responses appropriate to the brief
- evidence of independent research and learning
- a range of appropriate examples
- imagination, flair and creativity
- engaged, in role responses.

Research undertaken subsequent to the release of the brief should be reflected in students' responses.

### **Assessment Objectives**

The paper requires students to complete four separate tasks. Each has its own marking grid to reflect the weighting of the Assessment Objectives which are as follows:

01 (AO1 and AO3)

02 (AO1, AO3 and AO4)

03 (AO1, AO3)

04 (AO1 and AO4)

The Assessment Objective weightings for each task are given in the grid on page 4.

**Assessment Objectives**

<b>TASK</b>	<b>Knowledge and Understanding</b> <b>AO1 20%</b>	<b>Research, Planning and Presentation</b> <b>AO3 10%</b>	<b>Construct and Evaluate</b> <b>AO4 10%</b>		
<table border="1"><tr><td>0</td><td>1</td></tr></table>	0	1	10	5	
0	1				
<table border="1"><tr><td>0</td><td>2</td></tr></table>	0	2	5	5	5
0	2				
<table border="1"><tr><td>0</td><td>3</td></tr></table>	0	3	5		10
0	3				
<table border="1"><tr><td>0</td><td>4</td></tr></table>	0	4	10	5	
0	4				
<b>Total</b>	30	15	15		

**Quality of Written Communication**

Examiners are reminded of the following Quality of Written Communication expectations highlighted in section 4.2 of the specification.

Students must:

- ensure that text is legible and that spelling, punctuation and grammar are accurate **so that meaning is clear**
- select and use a form and style of writing appropriate to purpose and to complex subject matter
- organise information clearly and coherently, using specialist vocabulary when appropriate.

## Marking Notation

Examiners are reminded that it is essential to notate scripts. It is not enough to merely tick every page of writing. Students have the right to see how and why the mark for their response was arrived at. Summative comments must be made at the end of each answer which demonstrate that the mark scheme has been applied and clearly indicate the reasons for the mark allocated. Such comments should explain the level that the student's response has been placed in. Please be guided as to the extent of annotation appropriate by the model marked script which is available via the online standardisation system. The total for each task must be placed in the right hand margin at the end of the response and circled.

Here is a list of notations you should use. These should be placed in the left hand margin alongside the relevant point to which they refer:

L	Media Language
R	Representation
A	Audience
Inst	Media Institution
G	Genre
✓	Good point made
✓✓	Very good point made
Eg	Example/Illustration
Eg✓	Good Example/Illustration
Ex	Explanation/Exploration/Expansion/Evaluation
T	Terminology used
F	Focus on brief
Eg?	Needs illustration
Ex?	Needs explanation/exploration/expansion/evaluation
Rept	Repetition

## Points to Remember

- Please mark positively at all times
- Be prepared to use the entire mark range
- Reward use of appropriate specialist vocabulary
- Be prepared to reward unusual and unexpected responses where there is evidence of engagement and/or imagination on the part of the student. If in doubt, consult your team leader.

### GENERIC MARKING GRID

The function of this grid to provide an overview which best describes the qualities that are expected to be demonstrated in responses at each level in relation to each of the AOs.

LEVEL	AO1	AO3	AO4
6	<p>This tests the ability of students to recall, select and communicate their knowledge and understanding.</p> <p><b>Excellent</b> in terms of its range of knowledge and depth of understanding</p> <p>Handles a range of content and concepts with skill</p>	<p>This tests the ability of students to demonstrate research, planning and presentation skills.</p> <p>Demonstrates independence and flair. Material is well planned, accurate and skilfully tailored to meet the needs of the audience</p> <p>Written expression is clear with a varied and appropriate use of specialist vocabulary</p>	<p>This tests the ability of students to construct and evaluate their own products.</p> <p>Production is creative and demonstrates flair in working with the chosen medium</p> <p>Evaluation is cogent, making critical connections with the key concepts</p>
5	<p><b>Good</b> in terms of its range of knowledge and depth of understanding</p> <p>Handles a range of content and concepts with success</p>	<p>Successful and imaginative. Material is clearly organised and shaped to meet the needs of the audience</p> <p>Written expression is clear using mainly appropriate specialist vocabulary</p>	<p>Production is successful with some evidence of creativity in working with chosen medium</p> <p>Evaluation is good and makes connections with key concepts</p>
4	<p><b>Satisfactory</b> in terms of its range of knowledge and depth of understanding</p> <p>Handles content and concepts with some success</p>	<p>Appropriate and clear. Generally fit for purpose and mostly meets the needs of the audience</p> <p>Written expression is generally clear and uses some specialist vocabulary</p>	<p>Production is appropriate and has some impact in working with chosen medium</p> <p>Evaluation is sound and is able to make some links with the key concepts</p>
3	<p><b>Basic</b> in terms of its range and depth of understanding</p> <p>Demonstrates some handling of content and concepts</p>	<p>Planning is in evidence. Some attempt is made to meet the needs of the audience</p> <p>Written expression may not be wholly effective</p>	<p>Production is recognisable and works with chosen medium</p> <p>Evaluation is descriptive but some key concepts are addressed</p>
2	<p><b>Limited</b> in terms of its range and depth of understanding</p> <p>Some handling of content</p>	<p>Some planning is in evidence. Partial attempt to meet the needs of the audience</p> <p>Written expression may be quite restricted</p>	<p>Production is partly recognisable demonstrating an attempt to work with the chosen medium</p> <p>Comments about the production process are offered</p>
1	<p>No relevant response or completely misunderstands the task</p>	<p>No relevant response or completely misunderstands the task</p>	<p>No relevant response or completely misunderstands the task</p>

0	1
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We think that these are the important qualities of a successful television crime drama genre:

- storylines which are full of suspense
- convincing characters
- realistic settings.

Using examples from programmes drawn from your own research, show how each of these qualities has been used to appeal to audiences. (15 marks)

LEVEL	AO1	AO1 Marks	AO3	AO3 Marks
	This tests the ability of students to recall, select and communicate their knowledge and understanding.		This tests the ability of students to demonstrate research, planning and presentation skills.	
<b>6</b>	Excellent knowledge of qualities of television crime drama, referring to all three bullet points  Responses are supported by a minimum of three well chosen examples  Excellent understanding of the appeal of television crime drama is demonstrated	9 - 10	Response is well organised and skilfully shaped to meet the needs of the audience  Written expression is accurate and clear with a varied and appropriate use of specialist vocabulary	5
<b>5</b>	Good knowledge of the qualities of television crime drama, referring to two or more bullet points  Responses are supported by two or more relevant examples  Good understanding of the appeal of television crime drama is demonstrated	7 - 8	Response is clearly organised and shaped to meet the needs of the audience  Written expression is clear using mainly appropriate specialist vocabulary	4
<b>4</b>	Satisfactory knowledge of the qualities of television crime drama, referring to at least two bullet points  Responses are supported by at least two examples  Satisfactory understanding of the appeal of television crime drama is demonstrated	5 - 6	Response is appropriate and clear. Generally fit for purpose and mostly meets the needs of the audience  Written expression is generally clear and uses some specialist vocabulary	3

3	<p>Basic knowledge of the qualities of television crime drama, referring to one or more bullet points</p> <p>Responses are supported by example(s)</p> <p>Basic understanding of the appeal of television crime drama is demonstrated</p>	3 - 4	<p>Response is not totally secure. Some attempt has been made to meet the needs of the audience</p> <p>Written expression is not wholly effective</p>	2
2	<p>Limited knowledge of the qualities of television crime drama which may or may not refer to the bullet points</p> <p>A limited understanding of the appeal of television crime drama is likely to be demonstrated through example(s)</p>	1 - 2	<p>A partial response which attempts to address the needs of the audience</p> <p>Written expression is quite restricted</p>	1
1	<b>No work worth the award of a mark</b>	0	<b>No work worth the award of a mark</b>	0

**0 2** Convince us that your pilot episode will be successful. Let us have your ideas for the following:

- an appropriate title
- a profile of two main characters
- details of the main setting to be used
- ideas for possible storylines.

(15 marks)

<b>LEVEL</b>	<b>AO1</b> This tests the ability of students to recall, select and communicate their knowledge and understanding.	<b>Mark</b>	<b>AO3</b> This tests the ability of students to demonstrate research, planning and presentation skills.	<b>Mark</b>	<b>AO4</b> This tests the ability of students to construct and evaluate their own products.	<b>Mark</b>
<b>6</b>	Proposals demonstrate an excellent understanding of the codes and conventions of television crime drama	5	Response is well organised and skilfully shaped to meet the needs of the audience  Written expression is accurate and clear with a varied and appropriate use of specialist vocabulary	5	A convincing and totally workable response to all of the bullet points with appropriate emphasis on the demands of each  Response demonstrates a high level of creativity and is completely in line with the demands of the brief	5
<b>5</b>	Proposals demonstrate a good understanding of the codes and conventions of television crime drama	4	Response is clearly organised and shaped to meet the needs of the audience  Written expression is clear using mainly appropriate specialist vocabulary	4	A sound and solid response to all of the bullet points which generally meets the demands of each  Response demonstrates some creativity and is generally in line with the brief	4
<b>4</b>	Proposals demonstrate satisfactory understanding of the codes and conventions of television crime drama	3	Response is appropriate and clear. Generally fit for purpose and mostly meets the needs of the audience.  Written expression is generally clear and uses some specialist vocabulary	3	An appropriate response to most of the bullet points with some attempt to address the demands of each  Response is mostly in line with the brief	3

3	Proposals demonstrate basic understanding of the codes and conventions of television crime drama	2	Response is not totally secure. Some attempt has been made to meet the needs of the audience  Written expression is not wholly effective	2	A recognisable response which addresses the demands of some of the bullet points  Response shows some attempt to work with the brief	2
2	Proposals demonstrate limited understanding of the codes and conventions of television crime drama	1	A partial response which attempts to address the needs of the audience  Written expression is quite restricted	1	An attempt to respond to at least two bullet points  Response attempts to work with the brief	1
1	<b>No work worth the award of a mark</b>	0	<b>No work worth the award of a mark</b>	0	<b>No work worth the award of a mark</b>	0

<b>0</b>	<b>3</b>
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One way to promote this pilot episode would be through a website. Design the homepage of a website for your pilot episode. You should use the A3 sheet enclosed. (15 marks)

**The following indicates key conventions which are characteristic of a website:**

A website homepage will characteristically make use of the following:

- Overall design and layout (the look)
- Copy (the main body of text)
- Headings/subheadings
- Navigation aids
- Images
- Hyperlinks.

<b>LEVEL</b>	<b>AO1</b>	<b>AO1 Marks</b>	<b>AO4</b>	<b>AO3 Marks</b>
<b>6</b>	Responses demonstrate excellent knowledge and understanding of the conventions of homepage design which are totally appropriate for the genre and audience  Imaginative and skilful links are made between the page and the pilot episode	5	Students offer a workable design totally fit for purpose for both the product and audience  Evidence of creativity, flair and imagination in that the design created will have an engaging and persuasive impact	9 - 10
<b>5</b>	Responses demonstrate good knowledge and understanding of the conventions of homepage design which are appropriate for the genre and audience  Good links are made between the page and the pilot episode	4	Students offer a successful design totally appropriate for both the product and audience  There is some evidence of creativity and imagination so that the design created will be persuasive	7 - 8
<b>4</b>	Responses demonstrate satisfactory knowledge and understanding of some conventions of homepage design which are mostly appropriate for the genre and audience  Satisfactory links are made between the page and the pilot episode	3	Students offer an appropriate design for both the product and audience  There is some evidence of creativity and imagination so that the design attempts to impact upon the audience	5 - 6

<p><b>3</b></p>	<p>Responses demonstrate basic knowledge of the conventions of web page design which are partly appropriate for the genre and audience</p> <p>Some links are made between the page and the pilot episode</p>	<p>2</p>	<p>Students offer a recognisable design which relates to the product and the audience</p> <p>There is some evidence of design awareness</p>	<p>3 - 4</p>
<p><b>2</b></p>	<p>Responses demonstrate limited knowledge of the conventions of web page design</p> <p>There is an attempt to link the page and the pilot episode</p>	<p>1</p>	<p>Students offer a partly recognisable design which has made some attempt to relate to the product and the audience</p> <p>There is limited evidence of design awareness</p>	<p>1 - 2</p>
<p><b>1</b></p>	<p><b>No work worth the award of a mark</b></p>	<p>0</p>	<p><b>No work worth the award of a mark</b></p>	<p>0</p>

**0 4** In addition to a website, suggest **three** other ways we can promote our new crime drama. At least **one** of your suggestions must make use of new and e-media. You need to tell us what you think are the advantages of each suggestion.  
(15 marks)

<b>LEVEL</b>	<b>AO1</b> This tests the ability of students to recall, select and communicate their knowledge and understanding.	<b>AO1 Marks</b>	<b>AO3</b> This tests the ability of students to demonstrate research, planning and presentation skills.	<b>AO3 Marks</b>
<b>6</b>	Offers three totally appropriate suggestions which include new and e-media  Demonstrates excellent understanding of the advantages of each suggestion	9-10	Response is well organised and skilfully shaped to meet the needs of the audience  Written expression is accurate and clear with a varied and appropriate use of specialist vocabulary	5
<b>5</b>	Offers two or more appropriate suggestions which include new and e-media  Demonstrates good understanding of the advantages of each suggestion	7 - 8	Response is clearly organised and shaped to meet the needs of the audience  Written expression is clear using mainly appropriate specialist vocabulary	4
<b>4</b>	Offers at least two appropriate suggestions which include new and e-media  Demonstrates satisfactory understanding of the advantages of each suggestion	5 - 6	Response is appropriate and clear. Generally fit for purpose and mostly meets the needs of the audience  Written expression is generally clear and uses some specialist vocabulary	3
<b>3</b>	Offers at least two mainly appropriate suggestion which might include e-media  Basic understanding of the advantages of each suggestion offered	3 - 4	Response is not totally secure. Some attempt has been made to meet the needs of the audience  Written expression is not wholly effective	2
<b>2</b>	Makes some attempt to offer an appropriate suggestion  Makes an attempt to comment on the suggestion offered	1 - 2	A partial response which attempts to address the needs of the audience  Written expression is quite restricted	1
<b>1</b>	<b>No work worth the award of a mark</b>	0	<b>No work worth the award of a mark</b>	0