

Media Studies

General Certificate of Secondary Education

Unit **B323**: Textual Analysis and Media Studies Topic (Print)

Mark Scheme for January 2011

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Any enquiries about publications should be addressed to:

OCR Publications
PO Box 5050
Annesley
NOTTINGHAM
NG15 0DL

Telephone: 0870 770 6622
Facsimile: 01223 552610
E-mail: publications@ocr.org.uk

The purpose of this unit is to assess candidates' ability to:

Recall, select and communicate their knowledge and understanding of media products and the contexts in which they are produced and consumed **(AO1)**.

Analyse and respond to media texts/topics using media key concepts and appropriate terminology **(AO2)**.

Assessment Objectives Grid (includes QWC)

Question	AO1	AO2	Total
Section A	10	40	50
Section B	22	8	30
Totals	32	48	80

These are broken down by question as follows:

- Q1 3 marks** AO1 knowledge of generic conventions
7 marks AO2 textual analysis
- Q2 20 marks** AO2 textual analysis
- Q3 7 marks** AO1 knowledge of representation issues:
13 marks AO2 textual analysis
- Q4 22 marks** AO1 knowledge and understanding of TV or radio comedy texts, TV or radio channels and scheduling, and audience pleasures
8 marks AO2 textual analysis

- 1 Explain two ways the extract fits the genre of lifestyle magazines. Use examples from the extract. [10]**

Candidates may discuss various features of the extract that fit the conventions of the lifestyle magazine genre, for example:

- Front cover is dominated by an image of a model or celebrity looking directly into the camera
- Sense of direct address to the readers' lifestyle, e.g. 'Make fashion's key trends work for you'
- Chatty editor's letter
- Aspirational tone
- Contents – fashion, beauty, shopping, relationships, celebrities

Candidates may cite other magazines they have studied that share these elements as a means of establishing that they are generic conventions, but these citations should be very brief – answers should prioritise the use of textual evidence from the extract over description of other texts. Stronger answers might discuss generic hybridity and how *Marie Claire* fits into a middle segment of the women's lifestyle magazine genre.

Level 1 (0-2 marks)

Describe some aspects of the text
Shows minimal understanding of generic conventions
Minimal or inaccurate use of terminology
Some simple ideas expressed with errors of spelling, punctuation and grammar that obscure meaning. Writing may also lack legibility.

Level 2 (3-5 marks)

States at least one generic feature
Shows some understanding of generic conventions
Offers some textual evidence
Limited use of terminology
Simple ideas expressed appropriately but possibly with some errors of spelling, punctuation and grammar that obscure meaning.

Level 3 (6-7 marks)

States two generic features
Shows sound understanding of appropriate generic conventions
Offers sound textual evidence
Some accurate use of terminology
Ideas expressed with some clarity and fluency; errors of spelling, punctuation and grammar do not obscure meaning.

Level 4 (8-10 marks)

Explains at least two generic features
Shows thorough understanding of appropriate generic conventions
Ideas and arguments supported by evidence
Precise and accurate use of terminology
Ideas expressed clearly and fluently in well structured sentences with few, if any, errors of spelling, punctuation and grammar.

2 Explain how each of the following is used in the extract to create effect:

- layout
- typography
- use of language
- use of colour

[20]**Use examples from the extract**

Candidates should discuss at least one example of each of the bullet points, explaining how they create a specific effect. They may choose to discuss the same effect across the range of media language or pick different effects.

They may, for example, discuss how each of the bullet points creates a sense of simple style. Thus: the fairly spacious layout, the use of sans serif fonts contrasting with the refined hanging indent 'W' in the editor's letter, the mix of more serious and formal language ('groundbreaking journalism and celebrating inspirational women') with short and simple coverlines ('Look expensive for less').and the restricted colour palette using a more pastel pink.

They may on the contrary, discuss different effects from different media language elements.

Marks will be allocated, whichever approach is chosen, for accurate identification of media language, using terminology as appropriate, and clear explanation of connotative effect.

Level 1 (0-5 marks)

Attempts one or two bullet points
 Describes some aspects of the extract
 Minimal or inaccurate use of terminology
 Minimal or no understanding of connotative effect
 Some simple ideas expressed with errors of spelling, punctuation and grammar that obscure meaning. Writing may also lack legibility.

Level 2 (6-11 marks)

Attempts at least three bullet points
 Offers some textual evidence from the extract
 Limited use of terminology
 Some understanding of connotative effect
 Some simple ideas expressed appropriately but possibly with some errors of spelling, punctuation and grammar that obscure meaning.

Level 3 (12-15 marks)

Comprehensive range of examples (all bullet points covered)
 Offers sound textual evidence from the extract
 Some accurate use of terminology
 Sound understanding of connotative effect
 Ideas expressed with some clarity and fluency; errors of spelling, punctuation and grammar do not obscure meaning.

Level 4 (16-20 marks)

Comprehensive range of examples
 Detailed analysis of textual evidence from the extract
 Precise and accurate use of terminology
 Thorough understanding of connotative effect
 Ideas expressed clearly and fluently in well structured sentences with few, if any, errors of spelling, punctuation and grammar.

- 3 Discuss how people and lifestyle are represented in the extract. [20]**
Use examples from the extract. Refer to stereotypes in your answer.

Candidates might recognise the stereotypical representation of femininity as a constant struggle to look beautiful and fashionable, keep a relationship, and stay slim ('Is it worth going under the needle for perfect knees?').

Other representation issues they might discuss include:

- The ethnically mixed representation
- The exclusion of older people and those with visible disabilities
- The equation of attractiveness with young adulthood
- Heterosexuality is the assumed norm
- The extract celebrates glamour, style, celebrity, and effective relationships

Level 1 (0-5 marks)

Describes some aspects of the extract
 Shows minimal understanding of representation issues
 Offers minimal textual evidence from the extract
 Some simple ideas expressed with errors of spelling, punctuation and grammar that obscure meaning. Writing may also lack legibility.

Level 2 (6-11 marks)

Describes aspects of representation in the extract
Shows some limited understanding of representation issues
Offers some textual evidence from the extract
Simple ideas expressed appropriately but possibly with some errors of spelling, punctuation and grammar that obscure meaning.

Level 3 (12-15 marks)

Discusses one or two issues of the representation of people in the extract
Shows sound understanding of appropriate representation issues
Offers textual evidence from the extract that exemplifies these issues
Ideas expressed with some clarity and fluency; errors of spelling, punctuation and grammar do not obscure meaning.

Level 4 (16-20 marks)

Discusses a range of issues of the representation of people in the extract, or discusses fewer issues in depth
Shows thorough understanding of appropriate representation issues
Offers a range of textual evidence from the extract that exemplifies these issues
Ideas expressed clearly and fluently in well structured sentences with few, if any, errors of spelling, punctuation and grammar.

4 Answer both parts of this question using comedy programmes you have studied.

(a) Compare how and why two programmes were scheduled on different channels. [15]

The question asks for a discussion of the relationship between institutional context and scheduling practices, on the one hand, and two texts the candidates have studied, on the other. Better answers will focus on how the texts fit the institutions and their scheduling. Weaker answers might focus solely on the texts, or might simply list facts about the institutions.

Candidates should discuss:

- whether the texts are scheduled on mass audience or niche audience channels/stations
- the channels' brand identity and marketing and programme mix
- the days and times of transmission for the texts
- how these time slots would attract the target audiences (preferably using evidence from the schedules, not unsubstantiated assertions)

Candidates might touch on factors such as:

- regulatory requirements (e.g. Public Service Broadcasting)
- channel ethos and history (where relevant, e.g. the distinctiveness of the BBC or Channel 4)

Level 1 (0-3 marks)

Describes the scheduling of one or two comedies
Minimal or inaccurate use of terminology
Shows minimal knowledge of TV or radio channels and scheduling
Minimal or no understanding of how channels use scheduling to reach audiences
Some simple ideas expressed with errors of spelling, punctuation and grammar that obscure meaning. Writing may also lack legibility.

Level 2 (4-8 marks)

Accurately describes the scheduling of two comedies
 Limited use of terminology
 Shows some knowledge of TV or radio channels and scheduling
 Some understanding of how channels use scheduling to reach audiences
 Simple ideas expressed appropriately but possibly with some errors of spelling, punctuation and grammar that obscure meaning.

Level 3 (9-11 marks)

Describes and evaluates the scheduling of two comedies
 Some accurate use of terminology
 Shows sound knowledge of TV or radio channels and scheduling with some understanding of how programmes reflect institutional contexts
 Sound understanding of how channels use scheduling to reach audiences
 Ideas expressed with some clarity and fluency; errors of spelling, punctuation and grammar do not obscure meaning.

Level 4 (12-15 marks)

Discusses the scheduling of two comedies
 Precise and accurate use of terminology
 Shows detailed knowledge of TV or radio channels and scheduling with understanding of how programmes reflect institutional contexts
 Thorough understanding of how channels use scheduling to reach audiences
 Ideas expressed clearly and fluently in well structured sentences with few, if any, errors of spelling, punctuation and grammar.

- (b) Compare the audience pleasures offered by two comedy programmes. Give examples from the programmes. [15]**

Higher level answers will compare several pleasures offered by the texts with exemplification of these pleasures by reference to one or more episodes of the programmes.

Middle level answers are likely to discuss fewer pleasures and more limited examples, probably from only one episode or part of an episode.

Lower level answers are likely to describe the texts with little identification of pleasure beyond the text 'being funny'.

Level 1 (0-3 marks)

Describes one or two texts
 Shows minimal knowledge of audience pleasures
 Minimal or no understanding of how programmes offer audience pleasures
 Some simple ideas expressed with errors of spelling, punctuation and grammar that obscure meaning. Writing may also lack legibility.

Level 2 (4-8 marks)

Shows knowledge of one or two audience pleasures
 Basic understanding of how programmes offer audience pleasures
 Some textual exemplification
 Some ideas expressed appropriately but possibly with some errors of spelling, punctuation and grammar that obscure meaning.

Level 3 (9-11 marks)

Shows sound knowledge of different audience pleasures
Sound understanding of how programmes offer audience pleasures
Relevant textual exemplification with some detail
Some understanding of differences between programmes
Ideas expressed with some clarity and fluency; errors of spelling, punctuation and grammar do not obscure meaning.

Level 4 (12-15 marks)

Shows detailed knowledge of audience pleasures
Thorough understanding of how programmes offer audience pleasures
Detailed and appropriate exemplification
Thorough understanding of differences between programmes
Ideas expressed clearly and fluently in well structured sentences with few, if any, errors of spelling, punctuation and grammar.

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Customer Contact Centre

14 – 19 Qualifications (General)

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

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