

Media Studies

General Certificate of Secondary Education

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

Mark Scheme for June 2011

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- 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, eg 'Your best time, stress and sanity savers'
- Chatty editor's letter
- Aspirational tone
- Contents – fashion, shopping, food, relationships, homes.

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 the hybridity of the extract and note that this magazine is from a down market segment of the women's lifestyle magazine market.

Level 1 (0-2 marks)

Describe some aspects of the text

Shows minimal understanding of generic conventions

No, 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 narrative 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 narrative 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)

Explain two generic narrative 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 informal helpfulness. Thus: the cluttered layout of the front cover with its mix of box shapes, fonts and colours, the use of sans serif fonts, the breezy, confident and direct address ('Yes! Life just got simpler. Your hair – looking fab every day'), and the use of saturated colour on the front cover and feminine house colours.

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

No, 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. Use examples from the extract. Refer to stereotypes in your answer.** [20]

Candidates might recognise the stereotypical representation of femininity as a constant struggle to look good, cook well and stay healthy, sane, and solvent.

Other representation issues they might discuss include:

- The exclusively white representation
- The exclusion of older people and those with disabilities
- The equation of attractiveness with young adulthood, eg 'The latest anti-ageing fixers'
- Heterosexuality is the assumed norm
- The extract celebrates having fun, looking good, staying healthy and running a home well – a world of *ordinary* domesticity.

Level 1 (0-5 marks)

Describes some aspects of the extract

Shows no or minimal understanding of representation issues – no reference to stereotyping

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 – uses the concept of stereotyping or the term itself

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 and/or lifestyle in the extract

Shows sound understanding of appropriate representation issues – accurate use of the term 'stereotyping'

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 and/or lifestyle in the extract, or discusses one or more 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 this question using comedy programmes you have studied.

- (a) Discuss in detail how and why one comedy programme was scheduled on one or more channel. [15]**

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

Candidates should discuss:

- whether the text is scheduled on mass audience or niche audience channels/stations
- the channel's brand identity and marketing and programme mix
- the days and times of transmission for the text (and perhaps the mix of programmes scheduled before and after it and/or on competing channels/stations at the same times)
- how this time slot would attract the target audience (preferably using evidence from the schedules, not unsubstantiated assertions).

Candidates might touch on factors such as:

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

Level 1 (0-3 marks)

Describes the scheduling of one comedy

No, 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 a comedy

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 a comedy

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 a comedy

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. [15]**
Give examples from the programmes.

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 no or 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 two or more 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.

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