

**Media Studies**

General Certificate of Secondary Education **B323**

Textual Analysis and Media Studies Topic (Print)

**Mark Scheme for June 2010**

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All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the Report on the Examination.

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**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)**

Explain 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 Give one example of each of the following and explain how it is used in the extract to create effect:**

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

**[20]**

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 elegance. Thus: the informal layout of the Editor's letter page with its scattered images and unjustified copy, the mix of mostly sans serif fonts on the front cover with serif fonts on the editor's letter page, the direct linguistic address ('it's nice, too, to bring a summery feel to your home at this time of year'), and the use of contrasting but understated 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

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 women and/or femininity are represented in the extract. [20]**

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

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 '40 and fabulous' suggests surprise that someone as old as 40 can be fabulous?
- Heterosexuality is the assumed norm
- The extract celebrates glamour, style, celebrity *and* domesticity.

**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 women/femininity 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 women/femininity 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 this question using Television and/or Radio Comedy programmes you have studied.**

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

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'.  
 Answers that only discuss one text will be limited to a maximum of top of level 2.

**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.

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