

Media Studies

General Certificate of Secondary Education

Unit **B322**: Textual Analysis and Media Studies Topic (Moving Image)

Mark Scheme for January 2011

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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 at least 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 to create effects that fit the action adventure genre:

- **soundtrack**
- **camerawork**
- **editing**
- **mise-en-scène.**

Use examples from the extract.

[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 action by discussing:

- the loud sound effects of the cannonballs hitting the deck
- the tracking shots following the Captain down the deck
- the fast cutting in the preparing for action sequence
- the confined but densely populated setting.

They may on the contrary, discuss how:

- the decreasing soundtrack up to the relative quiet of the point of view shot looking through the telescope emphasizes the suspense of this sequence
- the fast track from the Captain's belt to his face connotes his hero status
- the fast paced montage editing of the 'beat to quarters' sequence works with the close up shots and busy mise en scene to create a sense of action
- the setting of a man of war in the fog connotes danger.

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 are represented in the extract. Use examples from the extract. Refer to stereotypes in your answer. [20]**

Candidates should recognise the stereotypical representation of violence or warfare as a male activity and the absence of women from the cast.

Other representation issues they might discuss include:

- unusually for a Hollywood film, the heroes are British
- we are only shown the British point of view, not that of the enemy, who remain faceless
- the representation of class and age – younger higher class officers command older lower class sailors (but the officers lack very upper class accents, perhaps to make them more accessible to audiences)
- the inclusion of a black sailor in a mostly white cast – tokenism?
- the inclusion of older characters among the heroes
- the extract celebrates violence, duty, teamwork and military leadership.

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 (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 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. [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 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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