

Media Studies

General Certificate of Secondary Education

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

Mark Scheme for June 2011

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1 Explain two ways the characters and/or events in the extract fit the action adventure genre. Use examples from extract. [10]

Candidates may discuss various features of the extract that fit the conventions of the action/adventure genre, for example:

- Lara is an underdog heroine attacked by a larger force of villains
- Lara is resourceful, strong, quick-witted, and humorous
- The villains are characterless, underhand, and unnecessarily violent
- There is a 'magic object' and a suggestion of treasure
- Conflict is represented by violence
- There is a set piece spectacular set-destruction sequence.

Candidates may cite other films 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.

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 (at the top)

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 (at the top)

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 to create effects that fit the action adventure genre:

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

[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 spectacle by discussing:

- the use of eerie music with a sound effect of rocks moving leading to ecstatic music as the light fills the chamber
- the crane shot at the beginning of the extract
- the montage of shots of the temple collapsing cross cut with people running away
- the large set with golden, low key lighting.

They may on the contrary, discuss:

- how the exaggerated sound effect as Lara fire her gun connotes its power
- how the consistent use of a Dutch tilt creates a sense of both unease and excitement
- how the slow-paced editing at the start of the extract adds to the feeling of discovery
- the contrast between the colourful costumes and warmly lit faces of the 'goodies' and the dark costumes and orchestrated movements of the 'baddies'.

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 (at the top end)

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

Candidates should recognise the anti-stereotypical representation of violence as a male and female activity and the anti-stereotyping of Lara Croft as an active, capable female. They should also comment on her 'sex object' status.

Other representation issues they might discuss include:

- the crude, comic book, negative representation of the Chinese villains
- the warm, positive representation of the cheerful Greeks who are, however, expendable
- the heroine is, unusually, British (and has an upper middle class accent)
- the extract celebrates possessiveness (Britons looting from abroad), and the physical and mental ability to defend oneself.

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 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 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 by using 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 a 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. 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 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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