

Media Studies

General Certificate of Secondary Education **GCSE J526**

Mark Schemes for the Components

January 2010

1918/MS/10J

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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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B322 Textual analysis and media studies topic (moving image)

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

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

- The band are underdog heroes
- They are pitted against powerful enemies
- They are resourceful and willing to sacrifice themselves
- Conflict is represented by violence
- Set piece 'barricading 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. Stronger answers might discuss the hybridity of the extract. Some might note that the film is also science fiction and that the relationships between Inara and Mal and Zoe and Wash offer the possibility of romance.

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 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 to create effects that fit the action adventure genre:
- soundtrack
 - camerawork
 - editing
 - mise-en-scène.
- [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 explaining how the fast-paced music as they run into the building, the tracking shots following the band down the corridor, the fast cutting in the 'barricading the door' sequence, the spectacular setting of the space ships all contribute to a sense of action.

They may on the contrary, discuss how the sound of the Reavers in the background connotes their peril, how the use of an overhead shot as they barricade the door shows how small they are in this setting, how the montage of shots of the characters emphasises their similar reaction to the news of Wash's death, and how the low key lighting fits the confined setting.

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 (all bullet points covered)
 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]

Candidates should recognise the anti-stereotypical representation of violence as a male and female activity and the anti-stereotyping of Zoe as an active, capable female. They might comment that the leader is still, stereotypically, a man.

Other representation issues they might discuss include:

- The negative representation of the 'Reavers', whose point of view is ignored
- The ethnic diversity of the representation
- The macho man has a woman's name
- The exclusion of older characters from the heroes
- The equation of physical attractiveness and lack of disability with heroism
- The heroes are American
- The extract celebrates violence, teamwork and self-sacrifice

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 this question using Television and/or Radio Comedy programmes you have studied

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

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 compare 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 accurate 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 and compares the scheduling, accurately, 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) Discuss in detail how one comedy programme offers audience pleasures. [15]

Higher level answers will discuss a range of pleasures offered by the text with detailed exemplification of these pleasures by reference to one or more episode of the programme.

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 text with little identification of pleasure beyond the text 'being funny'.

Level 1 (0-3 marks)

Describes one text

Shows minimal knowledge of audience pleasures

Minimal or no understanding of how one programme offers 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 one programme offers 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 one programme offers audience pleasures

Relevant textual exemplification

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 one programme offers audience pleasures

Detailed and appropriate exemplification

Ideas expressed clearly and fluently in well structured sentences with few, if any, errors of spelling, punctuation and grammar.

Grade Thresholds

General Certificate of Secondary Education
Media Studies (J526)
January 2010 Examination Series

Unit Threshold Marks

Unit		Maximum Mark	A*	A	B	C	D	E	F	G	U
B322	Raw	80	72	64	56	48	40	32	24	16	0
	UMS	160	144	128	112	96	80	64	48	32	0

The total entry for the examination was 36

Overall

	A*	A	B	C	D	E	F	G	U
Percentage in Grade	0	0	5.6	30.5	11.1	25	11.1	16.7	0
Cumulative Percentage in Grade	0	0	5.6	36.1	47.2	72.2	83.3	100	100

This was the series for this examination. There were no entries for Unit B323 in January 2010. Controlled Assessment units B321 and B324 are only available for entry in the June series.

Statistics are correct at the time of publication.

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