

GCSE

Media Studies

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

General Certificate of Secondary Education

Mark Scheme for June 2016

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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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Annotations

Annotation	Meaning
	Only 3 bullets
	Unclear
	Characterisation or generic conventions (for Question 3)
	No connotation
	Incorrect point (use carefully)
	No channel
	No day
	No example
	No pleasures
	No 'Stereotype'
	No time
	Only 1 text
	Tick

Subject-specific Marking Instructions

The purpose of this unit is to assess candidates' ability to:

Recall, select and communicate their knowledge and understanding of media products and the contexts in which they are produced and consumed **(AO1)**.

Analyse and respond to media texts/topics using media key concepts and appropriate terminology **(AO2)**.

Assessment Objectives Grid (includes QWC)

Question	AO1	AO2	Total
Section A	10	40	50
Section B	22	8	30
Totals	32	48	80

These are broken down by question as follows:

Q1 3 marks AO1 knowledge of generic conventions
7 marks AO2 textual analysis

Q2 20 marks AO2 textual analysis

Q3 7 marks AO1 knowledge of representation issues:
13 marks AO2 textual analysis

Q4 22 marks AO1 knowledge and understanding of TV or radio comedy texts, TV or radio channels and scheduling, and audience pleasures
8 marks AO2 textual analysis

Question	Answer	Marks	Guidance
1	<p>Level 4 (8–10 marks) Explains 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.</p> <p>Level 3 (6–7 marks) States two generic features Shows sound understanding of appropriate generic conventions Offers sound textual evidence (at the top) Ideas expressed with some clarity and fluency; errors of spelling, punctuation and grammar do not obscure meaning.</p> <p>Level 2 (3–5 marks) States at least one generic feature Shows some understanding of generic conventions Offers some textual evidence (at the top) Simple ideas expressed appropriately but possibly with some errors of spelling, punctuation and grammar that obscure meaning.</p> <p>Level 1 (0–2 marks) Describes some aspects of the text Some simple ideas expressed with errors of spelling, punctuation and grammar that obscure meaning. Writing may also lack legibility.</p>	10	<p>Annotation instructions: Tick bottom of page if no conventions – do not tick elsewhere in this case Single tick any conventions mentioned in passing Double tick any convention clearly established as a convention</p> <p>Level 4 answers will <i>explain two</i> conventions with <i>exemplification</i>. Use of <i>terminology</i>, such as ‘direct address’ and ‘generic convention’ will lift an answer with two conventions into this band.</p> <p>Answers in this band will be clear about conventionality.</p> <p>Level 3 answers will <i>identify two</i> conventional elements.</p> <p>At the bottom of the band this identification may be very brief and may not suggest generic typicality</p> <p>Textual exemplification or a sense of generic conventions lift an answer to the top of this level.</p> <p>Level 2 answers will state one conventional element of the extract</p> <p>Answers that offer textual evidence or any sense of understanding generic conventions should reach the top of this band.</p> <p>Some answers that attempt two elements but in effect state the same element twice can be placed in the top of this band.</p>

Question	Answer	Marks	Guidance
			<p>Level 1 answers will not state any element of the magazine that fits the generic conventions - they might simply describe the extract</p> <p>Examples of conventional features:</p> <ul style="list-style-type: none"> • front cover dominated by an image of a celebrity or model (but not eye contact) • chatty editor's letter • direct address • hybridity of contents • aspirational tone <p>Accept 'eye contact' as this is nearly established.</p>
2	<p>Level 4 (16–20 marks) Comprehensive range of examples (all bullet points accurate) 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.</p> <p>Level 3 (12–15 marks) Comprehensive range of examples (all bullet points attempted) 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.</p>	20	<p>Annotation instructions: Use NE or CON where there is no example or no connotation analysis. Do not tick if the example or connotation is completely missing.</p> <p>Single tick</p> <ul style="list-style-type: none"> • any specific example with limited connotation analysis • effective connotation analysis where the example is a little vague <p>Double tick any specific example that comes with an effective connotation analysis.</p> <p>Level 4 answers will typically offer more than one example, accurately described, with effective connotative analysis, for each bullet point.</p> <p>17-20 marks An answer with two double ticks for 4 bullets 16 marks An answer with two double ticks for 3 bullets and one double tick for 1 bullet</p>

Question	Answer	Marks	Guidance
	<p>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 of the band) Some simple ideas expressed appropriately but possibly with some errors of spelling, punctuation and grammar that obscure meaning.</p> <p>Level 1 (0–5 marks) Attempts one or two bullet points Describes some aspects of the extract Some simple ideas expressed with errors of spelling, punctuation and grammar that obscure meaning. Writing may also lack legibility.</p>		<p>Level 3 answers: 15 marks An answer with two double ticks for 2 bullets and one double tick for 2 bullets 14 marks An answer with two double ticks for 1 bullet and one double tick for 3 bullets 13 marks An answer with a double tick for 4 bullets 12 marks An answer with one double tick for 3 bullets, but <i>not</i> if the candidate clearly does not understand what the fourth media language element means - such answers remain in Level 2.</p> <p>Level 2 answers: 11 marks An answer with two single ticks and one double tick across three bullets (or may be double ticks for two bullets). 10 marks An answer with a single tick for at least 3 bullets 9 marks An answer with a single tick for 2 bullets plus an attempt at a third 8 marks An answer with at least a single tick for 1 bullet plus an attempt at two others 7 marks No ticks, but one or more examples given without connotation – maximum mark if only two bullets are attempted 6 marks No ticks – no examples but understands the terms used to describe some bullets</p> <p>Level 1 answers: 5 marks No examples but understands one bullet – maximum mark if only one bullet is attempted 4 marks No examples but implicit understanding of one bullet 1 - 3 marks Some description of the extract</p> <p>Look for specific examples. The following are not specific examples, but show level 2 understanding of the media</p>

Question	Answer	Marks	Guidance
			<p>language element:</p> <ul style="list-style-type: none"> - 'the layout is very attractive' - 'there is a variety of typography used' - 'the colours are very bright' - 'the language is informal' <p>Do not double tick examples where it is not completely clear which part of the extract is being analysed, but single tick where this is heavily implied.</p> <p>Layout Accept: Asymmetrical layout for the front cover, 'editor's letter', 'on this day' and 'month in the country' pages, and either symmetrical or asymmetrical layout for the content pages Relatively ordered layout with some disruptive elements Uncluttered layout Any other relevant point</p> <p>Typography Discussing font colour is acceptable, but does not constitute detailed analysis. Accept: Mix of serif and sans serif fonts throughout Dominance of serif fonts for the copy on the inside pages Mix of serif and sans serif fonts for the headings The font for the titlepiece 'Countryfile' is bold and emphatic Any other relevant point Do not accept: Serif (or sans serif) fonts 'throughout'.</p>

Question	Answer	Marks	Guidance
			<p>Colour Candidates can usually identify colours, so reward sophistication of connotative analysis.</p> <p>Language Accept: Relatively formal language for the genre Hyperbole Use of direct address and personal pronouns The language positions the audience as a country-lover Any other relevant point</p>
3	<p>Level 4 (16–20 marks) Discusses a range of representation issues 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.</p> <p>Level 3 (12–15 marks) Clearly identifies at least one representation issue 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.</p>	20	<p>Annotation instructions: Use the ‘S’ annotation for no use of the term ‘stereotyping’.</p> <p>Single tick use of the term stereotype with ineffective representation analysis Single tick stereotyping analysis with no use of the term Single tick representation analysis (e.g. positive and negative representations) with no stereotyping reference Do not tick characterisation or generic conventions - use C</p> <p>Double tick effective use of the term stereotype or counter-stereotype or anti-stereotype</p> <p>Level 4 answers 16 - 20 marks A series of double ticks for an in-depth discussion of how one group is represented (stereotypically, non-stereotypically, or anti/counter-stereotypically); OR Double ticks across a range of social groups.</p>

Question	Answer	Marks	Guidance
	<p>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.</p> <p>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.</p>		<p>The specification suggests groups defined by: age, gender, ethnicity, body types, class, region and nationality. The paper also suggests: country people, farmers and the country. Reward any relevant representation analysis, on or off the list.</p> <p>Answers with ideology analysis are likely to reach the top of this level. However, an answer <i>can</i> reach full marks without doing this. Using the word ‘ideology’ does not automatically mean the answer reaches level 4.</p> <p>Level 3 answers will display a clear understanding of stereotyping.</p> <p>14 - 15 marks Double ticks for more than one representation analysis or for analysis of more than one facet of any one group</p> <p>12 -13 marks At least one double tick (but very underdeveloped answers may only reach Level 2)</p> <p>Level 2 answers:</p> <p>10 - 11 marks A series of single ticks for the use of ‘stereotype’ or ‘stereotyping’, but solely in relation to <i>characterisation</i> or <i>generic conventions</i>.</p> <p>8 - 9 marks Single ticks for understanding of stereotyping without using the term itself (e.g. ‘the farmer is male and white’) OR Single ticks for representation analysis (e.g. positive and negative representations) with no stereotyping reference</p> <p>6 - 7 marks Very underdeveloped answers showing some understanding of representation or stereotyping</p>

Question		Answer	Marks	Guidance
				<p>Level 1 answers will neither use the term nor the concept of stereotyping. They are likely to describe the extract.</p> <p>4 - 5 marks Some textual description</p> <p>1 - 3 marks No understanding of representation and very little textual description</p> <p>Candidates might comment on:</p> <ul style="list-style-type: none"> • the stereotypical representation of women shoppers • the stereotypical representation of 'the country's favourite farmer' as male and white and middle aged • the contrasting representation of the female farmer (looking into the distance and gathering wildlife) with the male farmer (with his livestock) • the stereotypical representation of country people as traditional, folkloric, or living in tight-knit communities • the stereotypical representation of the country as beautiful, as an escape, as a dream place. <p>For ideology, reward any attempt to explicitly analyse the valuing of the rural, the traditional or the folkloric. Candidates might discuss patriarchal representations.</p>
4	(a)	<p>Level 4 (12-15 marks)</p> <p>Discusses the scheduling of two comedies</p> <p>Precise and accurate use of terminology</p> <p>Shows detailed knowledge of TV or radio channels and scheduling with understanding of how programmes reflect institutional contexts</p> <p>Thorough understanding of how channels use scheduling to reach audiences</p>	15	<p>Annotation instructions:</p> <p>Tick the box to show all three of day/time/channel</p> <p>Use T (no time), N0 (no channel), or ND (no day) to show missing element in the box (delete if found later in the answer)</p> <p>Double tick explanations showing clear institutional knowledge or knowledge of scheduling</p>

Question	Answer	Marks	Guidance
	<p>Ideas expressed clearly and fluently in well-structured sentences with few, if any, errors of spelling, punctuation and grammar.</p> <p>Level 3 (9-11 marks) Accurately 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.</p> <p>Level 2 (4-8 marks) 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.</p>		<p>Single tick weaker explanations (e.g. in terms of audience habits)</p> <p>Answers that discuss scheduling other than that stated in the box (e.g. scheduling on a variety of channels or historical scheduling information) should only be rewarded insofar as they throw light on the scheduling stated in the box.</p> <p>Level 4 answers: Double ticks for <i>all</i> elements of the question:</p> <ul style="list-style-type: none"> • the fit between institution and text • the scheduling of the text - both time and day <p>However, answers can reach level 4 with a single tick for one element for one text.</p> <p>Level 3 answers: 10 - 11 marks Predominantly double ticks but not all elements of the question covered 9 marks Mix of double and single ticks</p> <p>Level 2 answers: 8 marks Some single ticks or one double tick (e.g. for accurate use of 'watershed') 6 - 7 marks At least one single tick for an attempt to explain scheduling 5 marks Attempts to explain scheduling - no ticks 4 marks Complete scheduling information</p>

Question	Answer	Marks	Guidance
	<p>Level 1 (0-3 marks) Partially describes the scheduling of one or two comedies Shows minimal knowledge of TV or radio channels and scheduling Some simple ideas expressed with errors of spelling, punctuation and grammar that obscure meaning. Writing may also lack legibility.</p>		<p>Answers with incomplete scheduling information <i>can</i> reach this band if the answer shows knowledge of scheduling (especially if the scheduling information is vague). They are unlikely to exceed 6 marks unless the scheduling knowledge is very detailed.</p> <p>Vague descriptions of the <i>channel</i> include: 'on the BBC', 'on Sky', or if the channel is not stated but is heavily implied by naming other programmes.</p> <p>Vague descriptions of the time might include: 'in the evening', 'after the watershed'.</p> <p>Vague descriptions of the day might include: the date of transmission, 'every day' (but do allow 'weekdays', or 'every weekday').</p> <p>Answers with only one text cannot reach further than level 2.</p> <p>Level 1 answers will attempt to describe scheduling but this will be inaccurate or very incomplete</p> <p>Answers using a text that is <i>clearly not a comedy programme</i> (e.g. soap operas) can reach low level 2, under the 'best fit' principle.</p> <p>Answers that demonstrate understanding of scheduling but <i>do not apply this understanding to a specific text</i> can also reach low level 2, under the 'best fit' principle, but no higher.</p>

Question	Answer	Marks	Guidance
(b)	<p>Level 4 (12-15 marks) Shows detailed knowledge of audience pleasures Thorough understanding of how a 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.</p> <p>Level 3 (9-11 marks) Shows sound knowledge of different audience pleasures Sound understanding of how a programme offers audience pleasures Relevant textual exemplification (with some detail at the top of the band) Ideas expressed with some clarity and fluency; errors of spelling, punctuation and grammar do not obscure meaning.</p> <p>Level 2 (4-8 marks) Shows knowledge of one or two audience pleasures Basic understanding of how a programme offers audience pleasures Some textual exemplification (at the top of the band) Some ideas expressed appropriately but possibly with some errors of spelling, punctuation and grammar that obscure meaning</p>	15	<p>Annotation instructions:</p> <p>Double tick a pleasure established with exemplification - tick the pleasure when first stated, then add the second tick in the same place when satisfied with the exemplification Do not reward the same pleasure more than once per programme Single tick a pleasure with no exemplification Use P if no pleasures established for a text</p> <p>Level 4 answers: Double ticks predominate for analysis of several audience pleasures with detailed textual exemplification.</p> <p>Level 3 answers must cover two pleasures, including one that clearly moves beyond 'making the audience laugh': 10 - 11 marks Some double ticks 9 marks Series of single ticks for: Answers that fail to give specific textual detail but with a sound knowledge of pleasures OR Lack of specific detail (such as character description or vague outlines of the text as a whole).</p> <p>Discussion of different types of comedy (e.g. visual comedy, slapstick comedy, verbal comedy, black comedy, satire) counts as <i>one pleasure</i>, unless the answer touches upon other pleasures in the course of this discussion.</p>

Question	Answer	Marks	Guidance
	<p>Level 1 (0-3 marks) Describes a text Some simple ideas expressed with errors of spelling, punctuation and grammar that obscure meaning. Writing may also lack legibility.</p>		<p>Level 2 answers may only cover one pleasure: 7 - 8 marks Some limited exemplification of at least one pleasure. 5 - 6 marks Some understanding of pleasure(s) with no exemplification 4 marks One pleasure poorly stated, e.g. 'being funny'.</p> <p>Answers using a text that is <i>clearly not a comedy programme</i> (e.g. a soap opera) can reach level 2, but they must discuss pleasures that are offered by comedy programmes.</p> <p>Level 1 answers will typically describe the text.</p>

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

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OCR (Oxford Cambridge and RSA Examinations)
Head office
Telephone: 01223 552552
Facsimile: 01223 552553

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