

**GCSE**

**Media Studies**

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

General Certificate of Secondary Education

**Mark Scheme for June 2017**

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

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
<b>Section A</b>	10	40	<b>50</b>
<b>Section B</b>	22	8	<b>30</b>
<b>Totals</b>	<b>32</b>	<b>48</b>	<b>80</b>

**These are broken down by question as follows:**

**Q1 3 marks** AO1 knowledge of generic conventions  
**7 marks** AO2 textual analysis using appropriate terminology

**Q2 20 marks** AO2 textual analysis using appropriate terminology

**Q3 7 marks** AO1 knowledge of representation issues:  
**13 marks** AO2 textual analysis using appropriate terminology

**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 using appropriate terminology

Question	Answer	Marks	Guidance
1	<p><b>Level 4 (8–10 marks)</b> 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><b>Level 3 (6–7 marks)</b> 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><b>Level 2 (3–5 marks)</b> 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><b>Level 1 (0–2 marks)</b> Describes some aspects of the text Some simple ideas expressed with errors of spelling, punctuation and grammar that obscure meaning. Writing</p>	10	<p><b>Annotation instructions:</b> <b>Tick bottom of page</b> if no conventions – do not tick elsewhere in this case <b>Single tick</b> any conventions mentioned in passing <b>Double tick</b> any convention clearly established as a convention</p> <p><b>Level 4</b> 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><b>Level 3</b> 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><b>Level 2</b> answers will state <b>one</b> 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</p>

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	may also lack legibility.		<p>state the same element twice can be placed in the top of this band.</p> <p><b>Level 1</b> answers will <b>not state any</b> 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"> <li>• front cover dominated by an image of a celebrity or model</li> <li>• personal editor's letter</li> <li>• direct address</li> <li>• hybridity of contents</li> </ul>
2	<p><b>Level 4 (16–20 marks)</b>            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><b>Level 3 (12–15 marks)</b>            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</p>	20	<p><b>Annotation instructions:</b>  <b>Use NE or CON where there is no example or no connotation analysis . Do not tick</b> if the example or connotation is completely missing.</p> <p><b>Single tick</b></p> <ul style="list-style-type: none"> <li>• any specific example with limited connotation analysis (e.g. an effect on the audience that implies a connotation)</li> <li>• effective connotation analysis where the example is a little vague.</li> </ul> <p><b>Double tick</b> any specific example that comes with an effective connotation analysis.</p> <p><b>Level 4</b> answers will typically offer <b>more than one</b> example, accurately described, with effective connotative analysis, for</p>

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	<p>spelling, punctuation and grammar do not obscure meaning.</p> <p><b>Level 2 (6–11 marks)</b>            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><b>Level 1 (0–5 marks)</b>            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>each bullet point.</p> <p><b>17-20 marks</b> An answer with two double ticks for 4 bullets  <b>16 marks</b> An answer with two double ticks for 3 bullets and one double tick for 1 bullet</p> <p><b>Level 3 answers:</b>  <b>15 marks</b> Two double ticks for 2 bullets and one double tick for 2 bullets  <b>14 marks</b> Two double ticks for 1 bullet and one double tick for 3 bullets  <b>13 marks</b> One double tick for 4 bullets  <b>12 marks</b> 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><b>Level 2 answers:</b>  <b>11 marks</b> A double tick for 1 or 2 bullets plus a single tick for a third bullet.  <b>10 marks</b> A single tick for at least 3 bullets  <b>9 marks</b> Attempts three bullets, a single tick for 2 bullets  <b>8 marks</b> Attempts three bullets, a single tick for 1 bullet  <b>7 marks</b> Attempts three bullets, no ticks, but one or more examples given without connotation  <b>6 marks</b> Attempts three bullets, no ticks, no examples but understands the terms used to describe some bullets</p> <p><b>Level 1 answers:</b>  <b>5 marks</b> No examples but understands one bullet  <b>4 marks</b> No examples but implicit understanding of one bullet  <b>1 - 3 marks</b> Some description of the extract</p>

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			<p>Look for specific examples. The following are <b>not</b> specific examples, but show level 2 understanding of the media language element:</p> <ul style="list-style-type: none"> <li>- 'the layout is very attractive'</li> <li>- 'there is a variety of typography used'</li> <li>- 'the colours are very bright'</li> <li>- 'the language is informal'</li> </ul> <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><b>Layout</b>  <b>Accept:</b>  Asymmetrical layout for the 'editor's letter' page, and either symmetrical or asymmetrical layout for the front cover and content pages  Relatively ordered layout with few disruptive elements  Uncluttered layout  Unusual full-page for one contents item – David Bowie obituary  Any other relevant point</p> <p><b>Typography</b>  Discussing font colour is acceptable, but does not constitute detailed analysis.  <b>Accept:</b>  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 'GQ' is stylised, bold and emphatic  Handwritten signature on editor's letter page</p>

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			<p>Drop capital on editor's letter page Any other relevant point <b>Do not accept:</b> Serif (or sans serif) fonts 'throughout'.</p> <p><b>Colour</b> Candidates can usually identify colours, so reward sophistication of connotative analysis.</p> <p><b>Language</b> <b>Accept:</b> Relatively formal language for the genre, especially in the editor's letter Some use of direct address, e.g. 'are you in the air more than 150 hours a year', 'is your skincare harmful to your health?' Some use of imperatives, e.g. "Tri harder than ever with training watches", 'Get in the cycle lane with our guide to the must-have gear' The language positions the audience as fashion-conscious, hedonistic, serious, aspirational, consumerist and a bachelor Any other relevant point</p>
3	<p><b>Level 4 (16–20 marks)</b> 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</p>	20	<p><b>Annotation instructions:</b> Use the 'S' annotation for no use of the term 'stereotyping'.</p> <p><b>Single tick</b> use of the term stereotype with ineffective representation analysis <b>Single tick</b> stereotyping analysis with no use of the term <b>Single tick</b> representation analysis (e.g. positive and negative representations) with no stereotyping reference <b>Do not tick</b> characterisation or generic conventions - use C</p>

Question	Answer	Marks	Guidance
	<p>and grammar.</p> <p><b>Level 3 (12–15 marks)</b> 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> <p><b>Level 2 (6–11 marks)</b> 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><b>Level 1 (0–5 marks)</b> 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><b>Double tick</b> effective use of the term stereotype or counter-stereotype or anti-stereotype</p> <p><b>Level 4 answers</b> <b>16 - 20 marks</b> 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> <p>The specification suggests groups defined by: age, gender, ethnicity, body types, class, region and nationality. 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.</p> <p><b>Level 3</b> answers will display a clear understanding of stereotyping. <b>14 - 15 marks</b> Double ticks for more than one representation analysis or for analysis of more than one facet of any one group <b>12 -13 marks</b> At least one double tick (but very underdeveloped answers may only reach Level 2) <b>Level 2</b> answers: <b>10 - 11 marks</b> A series of single ticks for the use of ‘stereotype’ or ‘stereotyping’, but solely in relation to</p>

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			<p><i>characterisation or generic conventions.</i></p> <p><b>8 - 9 marks</b> Single ticks for understanding of stereotyping without using the term itself OR Single ticks for representation analysis (e.g. positive and negative representations) with no stereotyping reference</p> <p><b>6 - 7 marks</b> Very underdeveloped answers showing some understanding of representation or stereotyping</p> <p><b>Level 1 answers</b> will neither use the term nor the concept of stereotyping. They are likely to describe the extract.</p> <p><b>4 - 5 marks</b> Some textual description</p> <p><b>1 - 3 marks</b> No understanding of representation and very little textual description</p> <p>Candidates might comment on:</p> <ul style="list-style-type: none"> <li>• the stereotypical representation of an objectified women in her underwear</li> <li>• the anti-stereotypical representation of men as sex or style objects</li> <li>• the anti-stereotypical representation of a perspective that is at least ambiguous in its sexuality</li> <li>• the stereotypical equation of attractiveness with youth</li> <li>• the anti-stereotypical representation of a black celebrity/the token use of a black celebrity</li> <li>• the stereotypical representation of third world people as needing help (from first world celebrities)</li> <li>• the stereotypical use of children as 'deserving' recipients</li> </ul>

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					<p>of aid.</p> <p>For ideology, reward analysis of consumerism, celebrity culture, patriarchy, first world attitudes to the third world, and any other relevant attempt at ideological analysis</p>
4	(a)	<p><b>Level 4 (12-15 marks)</b>  Discusses the scheduling of two comedies in detail  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.</p> <p><b>Level 3 (9-11 marks)</b>  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>	15	<p><b>Annotation instructions:</b></p> <p><b>Double tick</b> explanations showing clear knowledge of the fit between branding and/or scheduling and the programme.</p> <p><b>Single tick</b> weaker explanations or statements of scheduling or branding without link to the programme.</p> <p><b>Responses should consider:</b></p> <p><b>1 The fit between the channel brand and text</b>  This might include discussion of the fit between the channel's branding and ethos, PSB or non-PSB status, or target audience and the programme.</p> <p><b>2 The fit between the schedules and text</b>  This might include discussion of the reason for the time and day the programme is scheduled, how the programme fits into the programme mix, or how the channel organises its schedules. Discussion of audience habits (e.g. 'audiences like to relax on a Friday') can only be rewarded if they are clearly linked to discussion of scheduling (e.g. 'so the channel has a regular comedy slot on Fridays')</p>	

Question	Answer	Marks	Guidance
	<p><b>Level 2 (4-8 marks)</b>  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><b>Level 1 (0-3 marks)</b>  Partially describes the scheduling of at least one comedy  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 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><b>Level 4 answers 12-15 marks:</b>  A detailed answer explaining the fit between two institutions and two comedy programmes with some discussion of both elements of the question – scheduling and branding.</p> <p>Explanations for both programmes do not need to be equally developed to reach the top band, and responses can achieve full marks with uneven explanations, but both elements must be attempted for both programmes.</p> <p><b>Level 3 answers:</b>  Will explain the scheduling of two programmes on different channels, but does not cover both elements: branding and schedules.  <b>10 - 11 marks</b> A number of double ticks for effective but incomplete explanation  <b>9 marks</b> A few double ticks for uneven and incomplete explanation</p> <p><b>Level 2 answers:</b>  Will accurately identify the scheduling channel for two programmes  <b>8 marks</b> Some single ticks or one double tick (e.g. for accurate use of 'brand')  <b>6 - 7 marks</b> At least one single tick for an attempt to explain scheduling</p>

Question	Answer	Marks	Guidance
			<p><b>5 marks</b> Attempts to explain scheduling - no ticks</p> <p><b>4 marks</b> Accurately identifies the scheduling channels for two programmes with little or no explanation</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><b>Level 1</b> answers will attempt to describe scheduling but this will be inaccurate, vague, or only accurately describe the scheduling of one programme.</p>
<b>(b)</b>	<p><b>Level 4 (12-15 marks)</b> Shows detailed knowledge of audience pleasures Thorough understanding of how one programme offers audience pleasures Appropriate exemplification Ideas expressed clearly and fluently in well-structured sentences with few, if any, errors of spelling, punctuation and grammar.</p> <p><b>Level 3 (9-11 marks)</b> Shows sound knowledge of different audience pleasures Sound understanding of how one 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>	15	<p><b>Annotation instructions:</b></p> <p><b>Double tick</b> a pleasure established with appropriate textual 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</p> <p><b>Single tick</b> a pleasure with no exemplification Use P if no pleasures established for a text</p> <p><b>Level 4</b> answers will explain and textually exemplify <b>two or more</b> audience pleasures that are linked to mass or niche audience address</p> <p><b>14 - 15 marks</b> Explicit linking of pleasures to niche or mass audiences</p> <p><b>12 - 13 marks</b> Partially successful linking of audience pleasures with mass or niche audiences</p>

Question	Answer	Marks	Guidance
	<p><b>Level 2 (4-8 marks)</b> Shows knowledge of one or two audience pleasures Basic understanding of how one 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> <p><b>Level 1 (0-3 marks)</b> Description Some simple ideas expressed with errors of spelling, punctuation and grammar that obscure meaning. Writing may also lack legibility.</p>		<p>Responses may use synonyms for 'mass' and 'niche', or state a specific niche audience, as the question does not require them to use these exact terms.</p> <p><b>Level 3</b> answers will explain and textually exemplify <b>two</b> pleasures but do not link these to niche or mass audience address <b>10 - 11 marks</b> Double ticks for explanation and exemplification of two pleasures <b>9 marks</b> At least one double tick for explanation and exemplification of one pleasure, with at least one single tick for a second pleasure</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> <p><b>Level 2</b> answers may only cover <b>one</b> pleasure or may identify <b>two</b> pleasures with very limited exemplification <b>7 - 8 marks</b> Some discussion of one pleasure with textual exemplification or two pleasures without exemplification <b>5 - 6 marks</b> Some discussion of one pleasure with limited textual exemplification <b>4 marks</b> 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 low level 2, but they must discuss pleasures that are offered by comedy programmes</p> <p><b>Level 1</b> answers will typically describe the text.</p>

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