

**Advanced Subsidiary GCE  
MEDIA STUDIES**

Unit G323: Key Media Concepts (Radio Drama)

**Specimen Paper**

Additional Materials: Answer Booklet (16 pages)

## G323 QP

Morning/Afternoon

Time: 2 hours



### INSTRUCTIONS TO CANDIDATES

- Answer **all** the questions.

### INFORMATION FOR CANDIDATES

- The number of marks for each question is given in brackets [ ] at the end of each question or part of question.
- The total number of marks for this paper is **100**

### ADVICE TO CANDIDATES

- Read each question carefully and make sure you know what you have to do before starting your answer.
- The quality of written communication will be taken into account in assessing your work.

This document consists of **4** printed pages.

Answer **all** questions.

**Section A: Textual Analysis and Representation (Unheard audio extract)**

You will be allowed two minutes to read the question for Section A before the broadcast is played.

- The extract will be played **four** times.
- **First broadcast:** listen to the extract; no notes to be made this time.
- **Second broadcast:** listen to the extract and make notes.
- There will be a brief break for note-making.
- **Third and fourth broadcast:** listen to the extract and make notes.
- Your notes for Section A are to be written in the answer booklet provided and must be handed in at the end of the examination. Rule a diagonal line through your notes afterwards.

Extract: **Westway, Broadcast: BBC, Radio 7, Thursday 19<sup>th</sup> July 2007, 13.00.**

Extract length: 5 minutes maximum.

Answer the question below, **with detailed reference to specific examples** from the extract only.

- 1 Discuss the way in which the extract constructs representations of gender using the following:
- Speech
  - Music
  - Sound Effects
  - Editing

[50]

**Section B: Institutions and Audiences**

Answer the question below, making detailed reference to examples from your case study material to support points made in your answer.

- 2 Discuss the issues raised by an institution's need to target specific audiences within a media industry which you have studied.

**[50]****Total [100]**

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*Sources*

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**Advanced Subsidiary GCE**

**MEDIA**

**G323**

Unit G323: Key Media Concepts

**Specimen Mark Scheme**

The maximum mark for this paper is 100.

The unit is marked out of a total of 100. Each question is marked out of a total of 50 marks.

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Question Number	Answer	Max Mark
1.	<p>The purpose of these units is firstly to assess candidates' media textual analysis skills and their understanding of the concept of representation using a short unheard audio extract ( AO1 and AO2), secondly to assess candidates' knowledge and understanding of media institutions and their production processes , distribution strategies, use of technologies and related issues concerning audience reception and consumption of media texts (AO1 and AO2 ).</p> <p><b>Section A: Textual Analysis and Representation (Unheard audio extract)</b></p> <p><b>Discuss the way in which the extract constructs representations of gender using the following:</b></p> <ul style="list-style-type: none"> <li>• <b>Speech</b></li> <li>• <b>Music</b></li> <li>• <b>Sound effects</b></li> <li>• <b>Editing</b></li> </ul> <p>Candidates will be assessed on their ability to understand how representations are constructed in a media text through the analysis of different technical areas. Assessment will take place across three criteria:</p> <ul style="list-style-type: none"> <li>• Explanation/analysis/argument (20 marks) AO1 Specific</li> <li>• Use of examples (20 marks) AO2 Specific</li> <li>• Use of terminology (10 marks) AO1 Specific</li> </ul> <p>Candidates' work should be judged on each of these criteria individually and marks awarded according to the level attained. It should be noted that it is possible for a candidate to achieve a different level for each assessment criterion.</p> <p><b>General Mark Scheme</b></p> <p><b>Level 1</b></p> <p><u>Explanation/analysis/argument</u> (0-7 marks)</p> <ul style="list-style-type: none"> <li>• Shows minimal understanding of the task</li> <li>• Minimal knowledge and understanding of the technical aspects used in the extract – general knowledge level</li> <li>• Minimal discussion of the extract's representations, with no attempt to link to textual analysis</li> <li>• Of minimal relevance to set question or a brief response (under one and a half sides of answer booklet)</li> </ul>	<b>[50]</b>

Question Number	Answer	Max Mark
	<p><u>Use of examples</u> (0-7 marks)</p> <ul style="list-style-type: none"> <li>• Offers minimal textual evidence from the extract</li> <li>• Offers a limited range of examples (only one technical area covered)</li> <li>• Offers examples of minimal relevance to the set question</li> </ul> <p><u>Use of terminology</u> (0-3 marks)</p> <ul style="list-style-type: none"> <li>• Minimal or frequently inaccurate use of appropriate terminology</li> </ul> <p>Some simple ideas have been expressed. There will be some errors of spelling, punctuation and grammar which will be noticeable and intrusive. Writing may also lack legibility.</p> <p><b>Level 2</b></p> <p><u>Explanation/analysis/argument</u> (8-11 marks)</p> <ul style="list-style-type: none"> <li>• Shows basic understanding of the task</li> <li>• Basic knowledge and understanding of the technical aspects used in the extract</li> <li>• Some discussion of the extract's representations, with some attempt to link these to textual analysis</li> <li>• Some relevance to set question</li> </ul> <p><u>Use of examples</u> (8-11 marks)</p> <ul style="list-style-type: none"> <li>• Offers some textual evidence from the extract</li> <li>• Offers a partial range of examples (at least two technical areas covered)</li> <li>• Offers examples with some relevance to the set question</li> </ul> <p><u>Use of terminology</u> (4-5 marks)</p> <ul style="list-style-type: none"> <li>• Some terminology used, although there may be some inaccuracies</li> </ul> <p>Some simple ideas have been expressed in an appropriate context. There are likely to be some errors of spelling, punctuation and grammar of which some may be noticeable and intrusive.</p> <p><b>Level 3</b></p> <p><u>Explanation/analysis/argument</u> (12-15 marks)</p> <ul style="list-style-type: none"> <li>• Shows proficient understanding of the task</li> <li>• Proficient knowledge and understanding of the technical aspects used in the extract</li> <li>• Proficient discussion of the extract's representations, mostly linked to</li> </ul>	

Question Number	Answer	Max Mark
	<p>textual analysis</p> <ul style="list-style-type: none"> <li>• Mostly relevant to set question</li> </ul> <p><u>Use of examples</u> (12-15 marks)</p> <ul style="list-style-type: none"> <li>• Offers consistent textual evidence from the extract</li> <li>• Offers a range of examples (at least three technical areas covered)</li> <li>• Offers examples which are mostly relevant to the set question</li> </ul> <p><u>Use of terminology</u> (6-7 marks)</p> <ul style="list-style-type: none"> <li>• Use of terminology is mostly accurate</li> </ul> <p>Relatively straight forward ideas have been expressed with some clarity and fluency. Arguments are generally relevant, though may stray from the point of the question. There will be some errors of spelling, punctuation and grammar, but these are unlikely to be intrusive or obscure meaning.</p> <p><b>Level 4</b></p> <p><u>Explanation/analysis/argument</u> (16-20 marks)</p> <ul style="list-style-type: none"> <li>• Shows excellent understanding of the task</li> <li>• Excellent knowledge and understanding of the technical aspects used in the extract</li> <li>• Excellent discussion of the extract's representations, clearly linked to textual analysis</li> </ul> <p>Clearly relevant to set question</p> <p><u>Use of examples</u> (16-20 marks)</p> <ul style="list-style-type: none"> <li>• Offers frequent textual analysis from the extract – award marks to reflect the range and appropriateness of examples</li> <li>• Offers a full range of examples from each technical area</li> <li>• Offers examples which are clearly relevant to the set question</li> </ul> <p><u>Use of terminology</u> (8-10 marks)</p> <ul style="list-style-type: none"> <li>• Use of terminology is relevant and accurate</li> </ul> <p>Complex issues have been expressed clearly and fluently using a style of writing appropriate to the complex subject matter. Sentences and paragraphs, consistently relevant, have been well structured, using appropriate technical terminology. There may be a few, if any, errors of spelling, punctuation and grammar.</p>	

Question Number	Answer	Max Mark
2	<p><b>Section B: Institutions and Audiences</b></p> <p><b>Discuss the issues raised by institutions' need to target specific audiences within a media industry which you have studied</b></p> <p>Candidates will be assessed on their ability to illustrate patterns of production, distribution, exchange and consumption through relevant case study examples and their own experiences.</p> <p>Candidates may cover the following material in their responses to the question:</p> <ul style="list-style-type: none"> <li>• Production practices which allow texts to be constructed for specific audiences</li> <li>• Distribution and marketing strategies to raise audience awareness of specific products or types of products</li> <li>• The use of new technology to facilitate more accurate targeting of specific audiences</li> <li>• Audience strategies in facilitating or challenging institutional practices</li> </ul> <p>Candidates should be given credit for their knowledge and understanding, illustrated through case study material, in any of these areas; there is no requirement that they should all be covered equally. Examiners should also be prepared to allow points, examples and arguments that have not been considered if they are relevant and justified.</p> <p>Explanation / Analysis / Argument- AO1 Specific  Use of examples- AO2 Specific  Use of terminology- AO1 Specific</p> <p><b>Level 1</b></p> <p><u>Explanation/analysis/argument</u> (0-7 marks)</p> <ul style="list-style-type: none"> <li>• Shows minimal understanding of the task</li> <li>• Minimal knowledge and understanding of institutional/audience practices – general opinions or assertions predominate</li> <li>• Minimal argument evident, with little reference to case study material</li> <li>• Of minimal relevance to set question or a brief response (under one and a half sides of answer booklet)</li> </ul> <p><u>Use of examples</u> (0-7 marks)</p> <ul style="list-style-type: none"> <li>• Offers minimal use of case study material</li> <li>• Offers a limited range of or inappropriate examples</li> <li>• Offers examples of minimal relevance to set question</li> </ul> <p><u>Use of terminology</u> (0-3 marks)</p> <ul style="list-style-type: none"> <li>• Minimal or frequently inaccurate use of appropriate terminology</li> </ul> <p>Some simple ideas have been expressed. There will be some errors of</p>	[50]

Question Number	Answer	Max Mark
	<p>spelling, punctuation and grammar which will be noticeable and intrusive. Writing may also lack legibility.</p> <p><b>Level 2</b></p> <p><u>Explanation/analysis/argument</u> (8-11 marks)</p> <ul style="list-style-type: none"> <li>• Shows basic understanding of the task</li> <li>• Basic knowledge and understanding of institutional/audience practices – factual knowledge will have some accuracy</li> <li>• Basic argument evident, with some reference to case study material</li> <li>• Some relevance to set question</li> </ul> <p><u>Use of examples</u> (8-11 marks)</p> <ul style="list-style-type: none"> <li>• Offers some evidence from case study material</li> <li>• Offers a partial range of examples from case study and own experience</li> <li>• Offers examples of some relevance to the set question</li> </ul> <p><u>Use of terminology</u> (4-5 marks)</p> <ul style="list-style-type: none"> <li>• Some terminology used, although there may be some inaccuracies</li> </ul> <p>Some simple ideas have been expressed in an appropriate context. There are likely to be some errors of spelling, punctuation and grammar of which some may be noticeable and intrusive.</p> <p><b>Level 3</b></p> <p><u>Explanation/analysis/argument</u> (12-15 marks)</p> <ul style="list-style-type: none"> <li>• Shows proficient understanding of the task</li> <li>• Proficient knowledge and understanding of institutional/audience practices – factual knowledge is mostly accurate</li> <li>• Some developed argument, supported by reference to case study material</li> <li>• Mostly relevant to set question</li> </ul> <p><u>Use of examples</u> (12-15 marks)</p> <ul style="list-style-type: none"> <li>• Offers consistent evidence from case study material</li> <li>• Offers a range of examples from case study and own experience</li> <li>• Offers examples which are mostly relevant to the set question</li> </ul> <p><u>Use of terminology</u> (6-7 marks)</p> <ul style="list-style-type: none"> <li>• Use of terminology is mostly accurate</li> </ul> <p>Relatively straight forward ideas have been expressed with some clarity and fluency. Arguments are generally relevant, though may stray from the point of the question. There will be some errors of spelling, punctuation and grammar, but these are unlikely to be intrusive or obscure meaning</p>	

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	<p>spelling, punctuation and grammar which will be noticeable and intrusive. Writing may also lack legibility.</p> <p><b>Level 2</b></p> <p><u>Explanation/analysis/argument</u> (8-11 marks)</p> <ul style="list-style-type: none"> <li>• Shows basic understanding of the task</li> <li>• Basic knowledge and understanding of institutional/audience practices – factual knowledge will have some accuracy</li> <li>• Basic argument evident, with some reference to case study material</li> <li>• Some relevance to set question</li> </ul> <p><u>Use of examples</u> (8-11 marks)</p> <ul style="list-style-type: none"> <li>• Offers some evidence from case study material</li> <li>• Offers a partial range of examples from case study and own experience</li> <li>• Offers examples of some relevance to the set question</li> </ul> <p><u>Use of terminology</u> (4-5 marks)</p> <ul style="list-style-type: none"> <li>• Some terminology used, although there may be some inaccuracies</li> </ul> <p>Some simple ideas have been expressed in an appropriate context. There are likely to be some errors of spelling, punctuation and grammar of which some may be noticeable and intrusive.</p> <p><b>Level 3</b></p> <p><u>Explanation/analysis/argument</u> (12-15 marks)</p> <ul style="list-style-type: none"> <li>• Shows proficient understanding of the task</li> <li>• Proficient knowledge and understanding of institutional/audience practices – factual knowledge is mostly accurate</li> <li>• Some developed argument, supported by reference to case study material</li> <li>• Mostly relevant to set question</li> </ul> <p><u>Use of examples</u> (12-15 marks)</p> <ul style="list-style-type: none"> <li>• Offers consistent evidence from case study material</li> <li>• Offers a range of examples from case study and own experience</li> <li>• Offers examples which are mostly relevant to the set question</li> </ul> <p><u>Use of terminology</u> (6-7 marks)</p> <ul style="list-style-type: none"> <li>• Use of terminology is mostly accurate</li> </ul> <p>Relatively straight forward ideas have been expressed with some clarity and fluency. Arguments are generally relevant, though may stray from the point of the question. There will be some errors of spelling, punctuation and grammar, but these are unlikely to be intrusive or obscure meaning</p>	

Question Number	Answer	Max Mark
	<p><b>Level 4</b></p> <p><u>Explanation/analysis/argument</u> (16-20 marks)</p> <ul style="list-style-type: none"> <li>• Shows excellent understanding of the task</li> <li>• Excellent knowledge and understanding of institutional/audience practices – factual knowledge is relevant and accurate</li> <li>• A clear and developed argument, substantiated by detailed reference to case study material</li> <li>• Clearly relevant to set question</li> </ul> <p><u>Use of examples</u> (16-20 marks)</p> <ul style="list-style-type: none"> <li>• Offers frequent evidence from case study material – award marks to reflect the range and appropriateness of examples</li> <li>• Offers a full range of examples from case study and own experience</li> <li>• Offers examples which are clearly relevant to the set question</li> </ul> <p><u>Use of terminology</u> (8-10 marks)</p> <ul style="list-style-type: none"> <li>• Use of terminology is relevant and accurate</li> </ul> <p>Complex issues have been expressed clearly and fluently using a style of writing appropriate to the complex subject matter. Sentences and paragraphs, consistently relevant, have been well structured, using appropriate technical terminology. There may be a few, if any, errors of spelling, punctuation and grammar.</p>	

Question Number	Answer	Max Mark
	<p data-bbox="316 304 689 344"><b><i>Indicative Content</i></b></p> <p data-bbox="316 394 991 427"><b>Section A: Textual Analysis and Representation</b></p> <p data-bbox="316 456 1238 629">Candidates are expected to study an ‘unheard’ audio extract with one compulsory question dealing with textual analysis of various technical aspects of the languages and conventions of a British radio drama. Candidates will be asked to link this analysis with a discussion of some aspect of representation within the sequence.</p> <p data-bbox="316 680 464 714"><b>Question 1</b></p> <p data-bbox="316 770 1294 871">Candidates will demonstrate textual analysis of all of the following technical areas of moving image language and conventions in relation to the unseen extract:</p> <ul data-bbox="363 931 592 1167" style="list-style-type: none"> <li>• Speech</li> <li>• Music</li> <li>• Sound Effects</li> <li>• Editing</li> </ul> <p data-bbox="316 1223 1294 1491">The focus of study for Section A is the use of technical aspects of the audio medium to create meaning for an audience, focusing on the creation of representations of specific social types, groups, events or places within the extract. Candidates should be prepared to analyse and discuss the following: technical aspects of the language and conventions of radio, in relation to the unheard audio extract, as appropriate to the genre and extract specified, in order to discuss the sequence’s representation of individuals, groups, events or places:</p> <p data-bbox="316 1525 427 1559"><b>Speech:</b></p> <ul data-bbox="363 1592 1278 1715" style="list-style-type: none"> <li>• accent, tone of the voice, expression of personality, mode of address/ direct address, voiceover, contribution to dialogue, use of dialogue, rhythm and cadence in speech/ speed of the speech and the use of silence</li> </ul> <p data-bbox="316 1783 1294 1883">At a basic level, candidates will be able to identify and describe the type of speech used and comments on its style in relation to the extract. Analysis and the use of examples will be limited.</p> <p data-bbox="328 1917 1262 2040">At a higher level candidates will be able to show an excellent understanding of the use of speech and show excellent knowledge and understanding of the use of speech, using appropriate examples and in discussion of the</p>	

Question Number	Answer	Max Mark
	<p>extract's representations. Candidates will link answers to textual analysis and the response is clearly relevant to set question.</p> <p><b>Music:</b></p> <ul style="list-style-type: none"> <li>• use of soundtrack, incidental music, theme tune, stings and jingles, ambient sound, contrapunctual sound, mood/ stylisation</li> </ul> <p>At a basic level, candidates will be able to identify and describe the type of music used and comments on its style/ content and structure in relation to the extract. Analysis will be limited, as will a discussion of the use of music in relation to the key concept of representation.</p> <p>At a higher level candidates will be able to show an excellent understanding of the task and excellent knowledge and understanding of the technical aspects of music used in the extract, be able to using appropriate examples in discussion of the representations used within the extract. Candidates use examples will be plentiful and linked to textual analysis and the response clearly relevant to set question.</p> <p><b>Sound effects:</b></p> <ul style="list-style-type: none"> <li>• diegetic and non-diegetic sound, sound mixing, sound motif, radio ident, use of sound effects as indexical signifiers</li> </ul> <p>At a basic level, candidates will be able to identify and describe the type of sound effects used and comments on the use of the special effects in relation to the extract. Analysis will be limited, as will the use of examples.</p> <p>At a higher level candidates will be able to show an excellent understanding of the use of sound effects and apply knowledge and understanding of the technical aspects of the sound effects used. Candidates will be able to using appropriate examples in discussion of the extract's use of the key concept of representation. Candidates will use examples linked to textual analysis and the response is clearly relevant to set question.</p> <p><b>Editing:</b></p> <ul style="list-style-type: none"> <li>• Pacing of show, sound levels, use of silence, continuity, post-production effects, transitions</li> </ul> <p>At a basic level, candidates will be able to identify and describe the editing used and comments on the use of the editing style in relation to the extract.</p>	

Question Number	Answer	Max Mark
	<p>extract's representations. Candidates will link answers to textual analysis and the response is clearly relevant to set question.</p> <p><b>Music:</b></p> <ul style="list-style-type: none"> <li>• use of soundtrack, incidental music, theme tune, stings and jingles, ambient sound, contrapunctual sound, mood/ stylisation</li> </ul> <p>At a basic level, candidates will be able to identify and describe the type of music used and comments on its style/ content and structure in relation to the extract. Analysis will be limited, as will a discussion of the use of music in relation to the key concept of representation.</p> <p>At a higher level candidates will be able to show an excellent understanding of the task and excellent knowledge and understanding of the technical aspects of music used in the extract, be able to using appropriate examples in discussion of the representations used within the extract. Candidates use examples will be plentiful and linked to textual analysis and the response clearly relevant to set question.</p> <p><b>Sound effects:</b></p> <ul style="list-style-type: none"> <li>• diegetic and non-diegetic sound, sound mixing, sound motif, radio ident, use of sound effects as indexical signifiers</li> </ul> <p>At a basic level, candidates will be able to identify and describe the type of sound effects used and comments on the use of the special effects in relation to the extract. Analysis will be limited, as be the use of examples.</p> <p>At a higher level candidates will be able to show an excellent understanding of the use of sound effects and apply knowledge and understanding of the technical aspects of the sound effects used. Candidates will be able to using appropriate examples in discussion of the extract's use of the key concept of representation. Candidates will use examples linked to textual analysis and the response is clearly relevant to set question.</p> <p><b>Editing:</b></p> <ul style="list-style-type: none"> <li>• Pacing of show, sound levels, use of silence, continuity, post-production effects, transitions</li> </ul> <p>At a basic level, candidates will be able to identify and describe the editing used and comments on the use of the editing style in relation to the extract.</p>	

Question Number	Answer	Max Mark
	<p>Analysis will be limited, as will the use of examples. At a higher level candidates will be able to show an excellent understanding of the use of editing in the extract and apply knowledge and understanding of the technical aspects of editing used. Candidates will be able to using appropriate examples in discussion of the extract's representations. Candidates use of examples will be linked to textual analysis and the response clearly relevant to set question.</p> <p>It is acknowledged that not every one of the above technical areas will feature in equal measure in any given extract. Therefore examiners are instructed to bear this in mind when marking the candidates' answers and will not expect each aspect will be covered in the same degree of detail, but as appropriate to the extract provided and to the discussion of representation. As indicated by the mark scheme marks are awarded according to the degree of coverage the candidate gives to each point, for example, a response is considered basic if the candidate offers a partial range of examples (at least two technical areas covered) with basic knowledge and understanding.</p> <p>Candidates should be prepared to discuss, in response to the question, how these technical elements create specific representations of individuals, groups, events or places and help to articulate specific messages and values which have social significance. Particular areas of representation which may be chosen are:</p> <ul style="list-style-type: none"> <li>• Gender</li> <li>• Age</li> <li>• Ethnicity</li> <li>• Sexuality</li> <li>• Class and status</li> <li>• Physical ability/disability</li> <li>• Regional identity</li> </ul> <p>Candidates discussion of the concept of representation is integral to a discussion of the technical elements of the radio drama. Where a candidates work is basic there is some attempt to link the technical aspects of the radio drama to the key concept, with some attempt to use examples. An excellent response will show excellent discussion of the extract's representations, clearly linked to textual analysis. Candidates will be able to evaluate the range of representations used.</p>	

**Assessment Objectives Grid (includes QWC)**

<b>Question</b>	<b>AO1</b>	<b>AO2</b>
<b>1</b>	<b>30</b>	<b>20</b>
<b>2</b>	<b>30</b>	<b>20</b>
<b>Totals</b>	<b>60</b>	<b>40</b>

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