

Media Studies

Advanced GCE **A2 7860**

Advanced Subsidiary GCE **AS 3860**

Mark Schemes for the Units

January 2007

3860/7860/MS/R/07J

OCR (Oxford, Cambridge and RSA Examinations) is a unitary awarding body, established by the University of Cambridge Local Examinations Syndicate and the RSA Examinations Board in January 1998. OCR provides a full range of GCSE, A level, GNVQ, Key Skills and other qualifications for schools and colleges in the United Kingdom, including those previously provided by MEG and OCEAC. It is also responsible for developing new syllabuses to meet national requirements and the needs of students and teachers.

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.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

© OCR 2007

Any enquiries about publications should be addressed to:

OCR Publications
PO Box 5050
Annersley
NOTTINGHAM
NG15 0DL

Telephone: 0870 870 6622
Facsimile: 0870 870 6621
E-mail: publications@ocr.org.uk

CONTENTS

Advanced GCE Media Studies (7860)

Advanced Subsidiary GCE Media Studies (3860)

MARK SCHEMES FOR THE UNITS

Unit	Content	Page
2731	Textual Analysis	1
2732	Case Study: Audiences and Institutions	13
2734	Critical Research Study	21
2735	Media Issues and Debates	31
*	Grade Thresholds	40

**Mark Scheme 2731
January 2007**

Mark scheme for Unit (2731) - Textual Analysis

The unit is marked out of a total of 90. Each question is marked out of a total of 45 marks.

Assessment Level	Marks /45
Level 1	0-12 - Irrelevant, Incoherent or 'Short'
Level 2	13-17 - Minimal 18-23 - Basic
Level 3	24-29 - Competent 30-34 - Proficient
Level 4	35-40 - Highly Proficient 41-45 - Excellent

Advice to Examiners**Annotation**

Please refer to the separate script annotation policy distributed at the Standardisation meeting.

Where an answer is judged as 'Short' - please write this at the end of an answer and on the front page next to the total marks for the question. This will be of great use to Senior Examiners at Marking Review, in case of Results Enquiries or to Centres in the event that they request scripts.

Judgement

Be prepared for the fact that there might be no correlation between a candidate's marks for each section. It is possible for there to be a disparity between answers to Questions 1 and 2; consider each question in isolation. The duration of the exam should be considered, especially when weighing up the depth and quality of a candidate's answer. Candidates are required to write two essays in 45 minutes each. Look for implicit as well as explicit evidence of knowledge and understanding. Arguably, Section B is more demanding a task than Section A and this should be borne in mind by Examiners.

Do not make judgement too early about the quality of a candidate's answer. Some candidates use a style that means that the early part of their answer is descriptive and confined to identification of technical aspects, but is later followed up by analysis and interpretation, as required. Early judgements of the candidate's work as 'descriptive' will result in their work being under-rewarded.

Whilst continuous prose is expected, candidates who use bullet points or sub-headings in their answer should not be directly penalised for this over and above the quality of the content of their answer. However, candidates who answer in bullet points (especially for Section A) usually have less detailed analysis to offer and therefore limit their own attainment. Where a candidate has run out of time, s/he might use note form at the end of an answer and Examiners should credit any hard evidence of knowledge and understanding (as opposed to plans) provided.

The full range of marks should be used, as it is possible to attain full marks for an answer, especially at AS level. Likewise the full range of marks within a level should be used. Hesitancy often results in bunching marks together, so careful attention should be paid to differentiation between candidates' answers.

SECTION A - Textual Analysis**This section assesses Assessment Objective 1**

Candidates will be assessed on their ability to understand how meaning is constructed through the language of specific media forms by applying techniques of textual analysis to a range of media.

General Mark Scheme

Level 1 (0-12 marks) - Irrelevant, Incoherent or 'Short'	Section A
---	------------------

- Shows no real understanding of the task.
- Offers no textual evidence from extract.
- No knowledge and understanding of technical aspects of moving image languages and conventions.
- Use of terminology - mostly inaccurate.
- No textual analysis/interpretation of meaning - purely descriptive.
- Often mostly irrelevant to set question, incoherent or 'Short' (under half a side answer booklet).

Level 2 (13-17 marks) - Minimal	Section A
--	------------------

- Shows minimal understanding of the task.
- Offers minimal textual evidence from extract.
- Minimal knowledge and understanding of technical aspects of moving image languages and conventions - 'general-knowledge level'.
- Use of terminology - frequent inaccuracies.
- Minimal analysis/interpretation of meaning - mostly descriptive with significant gaps.
- Of minimal relevance to set question or brief (under one and a half sides of answer booklet).

(18-23 marks) - Basic

- Shows basic understanding of the task.
- Offers occasional textual evidence from extract.
- Basic knowledge and understanding of technical aspects of moving image languages and conventions.
- Use of terminology - some inaccuracies.
- Basic analysis/interpretation of meaning - very descriptive.
- Some relevance to set question.

Level 3 (24-29 marks) - Competent	Section A
--	------------------

- Shows competent understanding of the task.
- Offers textual evidence from extract - award marks for appropriate choice/number of egs.
- Competent knowledge and understanding of technical aspects of moving image languages and conventions.
- Use of terminology - competent, some inaccuracies.
- Attempts a balanced and competent analysis/interpretation of meaning - descriptive in places with some gaps.
- Mostly relevant to set question.

(30-34 marks) - Proficient

- Shows proficient understanding of the task.
- Offers frequent textual evidence from extract, occasionally detailed - award marks for appropriate choice/number of eggs.
- Proficient knowledge and understanding of technical aspects of moving image languages and conventions.
- Use of terminology - proficient, few inaccuracies.
- A sustained and proficient analysis/interpretation of meaning - mostly analytical, occasional gaps but award marks for degree of coverage/detail.
- Relevant to set question.

Level 4 (35-40 marks) - Highly Proficient	Section A
--	------------------

- Shows a highly proficient understanding of the task.
- Offers frequent and detailed textual evidence from extract - award marks for appropriate choice/number of eggs.
- Highly proficient knowledge and understanding of technical aspects of moving image languages and conventions.
- Use of terminology - highly proficient and accurate.
- A fluent and highly proficient analysis/interpretation of meaning - award marks for degree of coverage/detail, few gaps.
- Relevant to set question.

(41-45 marks) - Excellent

- Up to full marks should be given according to the degree of depth/detail and accuracy provided as well as coverage of most/whole of extract (ie comprehensive).
- Excellent knowledge and understanding of technical aspects of moving image languages and conventions.
- Candidate's analysis/interpretation of meaning is presented with a high degree of confidence and skill as reasonable at AS level.
- If a candidate has satisfied all of the above criteria, s/he should be awarded full marks; please do not flinch from using this mark band, as it is an attainable one at AS level.

Quality of language

No specific marks are allocated to quality of language, but it should be sufficient at all levels to make meaning clear. It is possible, at the lower levels, that significant errors in detail and structure may impede or obscure meaning and thus indirectly penalise responses. At higher levels, information and ideas will be expressed accurately, concisely and fluently, although errors may still occur.

SECTION B**This section assesses Assessment Objective 3**

Candidates will be assessed on their ability to show an understanding of how social groups are represented, and represent themselves, in the media, comparing messages, values and social signification in the media.

Rubric: If a candidate has omitted an aspect of this section's requirements (eg comparison or reference to specific editions/episodes), their answer should not be automatically judged and downgraded. Instead, careful consideration of what knowledge and understanding has been demonstrated by the candidate, should be made by the Examiner, with some credit awarded where appropriate.

In these circumstances, it would be very helpful if the Examiner could indicate any such rubric errors in their summarise comments, as these would be helpful to Senior Examiners at Award/Marking Review meetings or in case of any result enquiry.

General Mark Scheme

Assessment Level	Marks /45
Level 1	0-12 - Irrelevant, Incoherent or 'Short'
Level 2	13-17 - Minimal 18-23 - Basic
Level 3	24-29 - Competent 30-34 - Proficient
Level 4	35-40 - Highly Proficient 41-45 - Excellent

Level 1 (0-12 marks) - Irrelevant, Incoherent or 'Short'	Section B
---	------------------

- Shows no real understanding of the task and concepts related to chosen topic.
- Offers no textual evidence from two specific texts.
- No knowledge and understanding of the representation of social groups.
- No comparison of messages, values and social signification in two specific texts.
- No textual analysis - purely descriptive.
- Often mostly irrelevant to set question, incoherent or 'Short' (under half of a side answer booklet).

Level 2 (13-17 marks) - Minimal	Section B
--	------------------

- Shows minimal understanding of the task and concepts related to chosen topic.
- Offers minimal textual evidence from two specific texts.
- Minimal knowledge and understanding of the representation of social groups - 'general-knowledge level'.
- Minimal comparison of messages, values and social signification in two specific texts.
- Minimal textual analysis - mostly descriptive with significant gaps.
- Of minimal relevance to set question or brief (under one and a half sides of answer booklet).

(18-23 marks) - Basic

- Shows basic understanding of the task and concepts related to chosen topic.
- Offers occasional textual evidence from two specific texts.
- Basic knowledge and understanding of the representation of social groups.
- Basic comparison of messages, values and social signification in two specific texts.
- Basic textual analysis - very descriptive.
- Some relevance to set question.

Level 3 (24-29 marks) - Competent	Section B
--	------------------

- Shows competent understanding of the task and concepts related to chosen topic.
- Offers textual evidence from two specific texts - award marks for appropriate choice/number of eg.
- Competent knowledge and understanding of the representation of social groups.
- Competent comparison of messages, values and social signification in two specific texts.
- Attempts a competent textual analysis - descriptive in places with some gaps.
- Mostly relevant to set question.

(30-34 marks) - Proficient

- Shows proficient understanding of the task and concepts related to chosen topic.
- Offers frequent textual evidence from two specific texts, occasionally detailed.
- Proficient knowledge and understanding of the representation of social groups.
- Proficient comparison of messages, values and social signification in two specific texts.
- A sustained and proficient textual analysis - mostly analytical, occasional gaps but award marks for degree of coverage/detail.
- Relevant to set question.

Level 4 (35-40 marks) - Highly Proficient	Section B
--	------------------

- Shows highly proficient understanding of the tasks and concepts related to chosen topic.
- Offers frequent and detailed textual evidence from two specific texts.
- Highly proficient knowledge and understanding of the representation of social groups.
- Highly proficient comparison of messages, values and social signification in two specific texts.
- A fluent and highly proficient textual analysis - award marks for degree of coverage/detail, few gaps.
- Relevant to set question.

(41-45 marks) - Excellent

- Up to full marks should be given according to the degree of sophistication of understanding of chosen topic and its related concepts.
- Excellent knowledge and understanding of the representation of social groups.
- Excellent comparison of messages, values and social signification in two specific texts.
- Candidate's textual analysis is presented with a high degree of confidence and skill as reasonable at AS level.
- If a candidate has satisfied all of the above criteria, s/he should be awarded full marks; please do not flinch from using this mark band, as it is evidently an attainable one at AS level.

Quality of language

No specific marks are allocated to quality of language, but it should be sufficient at all levels to make meaning clear. It is possible, at the lower levels, that significant errors in detail and structure may impede or obscure meaning and thus indirectly penalise responses. At higher levels, information and ideas will be expressed accurately, concisely and fluently, although errors may still occur.

Question Specific Content Criteria**Section A - Textual Analysis (Unseen Moving Image Extract)**

Extract: *King Arthur* (Dir. Antoine Fuqua 2004)

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

1) *Discuss the ways in which the following are used, in this extract from King Arthur* (Dir. Antoine Fuqua 2004)

- *Camera Angle, Shot, Movement and Position*
- *Editing*
- *Sound*
- *Special Effects*
- *Mise-en-scène.*

[45 marks]

Examiners are required to prepare themselves thoroughly for assessment of candidates' answers to Section A, by several screenings and detailed analysis of the set extract, with close reference to the mark scheme, before any scripts are marked.

The textual examples chosen by the candidates must address the question directly, in terms of appropriateness to subject matter and target audience for the film, rather than just a descriptive list of what they have seen or heard in the extract.

Candidates' answers should be tightly focused on analysis of the extract set and credit cannot be given for detailed discussion of the history or generic conventions of action adventure films at the expense of close textual analysis; however, passing reference to background research to illuminate a point is acceptable.

Examiners must be prepared to consider a point from the candidate that they themselves may not have considered, provided it is sufficiently justified.

It should also be borne in mind that 16 or 17-year old candidates are not necessarily likely to be familiar with any extra-/inter-textual references and should not be penalised for this.

Candidates are not required to cover each technical aspect in equal detail and some overlap between aspects is permissible. Neither are they expected to mention all of the following examples/aspects in their analysis. Candidates can select their own textual examples of the use of moving image language as appropriate:

Camera Angle, Shot, Movement and Position

Establishing shot; master shot; close-up (and variations); long shot; wide shot; two-shot; high angle; low angle; aerial shot; point of view; pan; crane; tilt; track; dolly; zoom/reverse zoom; framing; composition; hand-held; steadicam.

Editing

Sound and vision editing - cut; fade; wipe; edit; FX; dissolve; long take; superimpose; slow motion; synchronous/asynchronous sound.

Sound

Soundtrack; theme; tune; incidental music; sound effects; ambient sound; dialogue; voiceover; mode of address/direct address.

Special Effects

Graphics; captions; computer generated images (CGI); animation; pyrotechnics; stunts; models; back projection.

Mise-en-Scène

Location, set, studio/set design; costume; properties; ambient lighting; artificial lighting; production design period/era; colour design.

Section B: Comparative Textual Study

Answer **one** question on the topic you have prepared for.

You should make **detailed reference to specific examples** from the **two** texts you have studied for comparison.

2 (a) Consumerism and Lifestyle Magazines

Compare how the aspirations of the target readership are represented in images and words in your chosen **two** magazines.

[45 marks]

The following areas may be covered:

- Knowledge and understanding of how representation is constructed in the specified medium
- Detailed textual examples to illustrate points of comparison and address the question set.

2 (b) Celebrity and the Tabloid Press

Compare the ways in which the visual and written elements of your **two** chosen tabloid newspapers represent celebrity.

[45 marks]

The following areas may be covered:

- Knowledge and understanding of how representation is constructed in the specified medium
- Detailed textual examples to illustrate points of comparison and address the question set.

2 (c) Music Culture and Radio

Compare how music culture is represented in your chosen **two** radio programmes

[45 marks]

The following areas may be covered:

- Knowledge and understanding of how representation is constructed in the specified medium
- Detailed textual examples to illustrate points of comparison and address the question set.

2 (d) Gender and Television Situation Comedy

Compare how the representation of gender is constructed by the characters' appearance and dialogue in your **two** chosen programmes

[45 marks]

The following areas may be covered:

- Knowledge and understanding of how representation is constructed in the specified medium
- Detailed textual examples to illustrate points of comparison and address the question set.

2 (e) Conflict/Competition and Video/Computer Games

Compare how conflict/competition is represented in your chosen **two** video/computer games

[45 marks]

The following areas may be covered:

- Knowledge and understanding of how representation is constructed in the specified medium
- Detailed textual examples to illustrate points of comparison and address the question set.

**Mark Scheme 2732
January 2007**

Section A

No specific marks are allocated to the quality of written communication, but it should be sufficient at all levels to make meaning clear. It is possible that at the lower levels that significant errors in detail and structure may impede or obscure meaning and thus indirectly penalise responses. At higher levels, information and ideas will be expressed accurately, concisely and fluently, although errors may still occur.

Candidates should be rewarded for use of relevant media terminology and for understanding of the concepts of Audience and Institution in answers.

- 1 (a) **Name three 'digital devices' which the passage suggests young people are 'plugged into'** [6]

PC, mobile phone, games console (2 each)

- (b) **State four pieces of statistical evidence from the passage which indicate the extent of young people's new media use** [8]

- 3 out of 4 children have access to internet (at home)
- 1 in 3 children using internet make friends online
- UK children aged 10-19 own approx 7.5m mobile phones
- 89m text messages daily sent by kids
- £1 in every 10 of disposable income spent by teenagers on mobile products/services

(2 marks each for any four of the above up to maximum 8 marks)

- (c) **Explain what is meant in the passage by: 'connected cocooning' (3 marks)**

- idea that teenagers are in their room physically away from others but linked to others at same time technologically (up to 3 marks according to clarity)

'world wide web of cultural comment' (3 marks)

- idea that teenagers are connected globally by web and phone passing opinions on all manner of texts and activities (up to 3 marks according to clarity)

- 2 (a) **In what ways does the passage suggest that the mobile phone is crucial to a young person?** [5]

One mark for each of the following :

- ringtones as badge of identity
- text and picture messaging as communication
- source of information (on what to wear, listen to, where to go)

Two extra marks for clarity of expression

- (b) **Using your wider knowledge of new media technologies, discuss how far young people's use of media technology differs from that of their parents** [20]

0 – 7 marks limited account using little from outside passage.

8 – 13 marks some evidence to support points, some differences shown.

14 – 20 marks good level of detail, well supported by examples, clear sense of debate.

May be approached as parental use of media in past against children's use now **or** as parental use now against children's now.

3 To what extent do new media technologies make people more creative? [45]**Level 1 (0-12 marks)**

- Likely to be short answers.
- Likely to miss the point of the question.
- Little or no reference to evidence to support points made.
- Arguments not developed in any detail and opinions/assertions likely to be simplistic.

Level 2 (13-17 marks)

- Limited reference to evidence to support points made.
- Undeveloped and application of ideas minimal.
- Factual knowledge possibly inaccurate.
- Little relevance to the question.
- Opinions likely to be simplistic and contextual knowledge limited.

(18-22 marks)

- Some reference to evidence to support points made.
- Some application of ideas and some development of the answer.
- Factual knowledge will show some accuracy.
- Some relevance to the question.

Level 3 (23-28 marks)

- Reference to evidence to support points made.
- Application of ideas and some development of the answer.
- Factual knowledge will be largely accurate and relevant to the question.
- Some knowledge of the effect on audience creativity will be evident.

(29-35 marks)

- Some sense of argument and analysis.
- Clear reference to evidence and examples to support points made.
- Factual knowledge will be mainly accurate and relevant.
- Some developed knowledge of the effect on audience creativity will be evident.

Level 4 (36-40 marks)

- Clear sense of argument and analysis.
- Clear reference to evidence and examples to support points made.
- Factual knowledge will be accurate and relevant.
- Developed knowledge of the effect on audience creativity will be evident.

(41- 45 marks)

- Thorough and detailed understanding of the question.
- Detailed and sophisticated reference to examples.

4 How much do media industries benefit from new media technologies? [45]**Level 1 (0-12 marks)**

- Likely to be short answers.
- Likely to miss the point of the question.
- Little or no reference to evidence to support points made.
- Arguments not developed in any detail and opinions/assertions likely to be simplistic.

Level 2 (13-17 marks)

- Limited reference to evidence to support points made.
- Undeveloped and application of ideas minimal.
- Factual knowledge possibly inaccurate.
- Little relevance to the question.
- Opinions likely to be simplistic and contextual knowledge limited.

(18-22 marks)

- Some reference to evidence to support points made.
- Some application of ideas and some development of the answer.
- Factual knowledge will show some accuracy.
- Some relevance to the question.

Level 3 (23-28 marks)

- Reference to evidence to support points made.
- Application of ideas and some development of the answer.
- Factual knowledge will be largely accurate and relevant to the question.
- Some knowledge of the benefits to media industries will be evident.

(29-35 marks)

- Some sense of argument and analysis.
- Clear reference to evidence and examples to support points made.
- Factual knowledge will be mainly accurate and relevant.
- Some developed knowledge of the benefits to media industries will be evident.

Level 4 (36-40 marks)

- Clear sense of argument and analysis.
- Clear reference to evidence and examples to support points made.
- Factual knowledge will be accurate and relevant.
- Developed knowledge of the benefits to media industries will be evident.

(41- 45 marks)

- Thorough and detailed understanding of the question.
- Detailed and sophisticated reference to examples.

Section B

No specific marks are allocated to the quality of written communication, but it should be sufficient at all levels to make meaning clear. It is possible that at the lower levels that significant errors in detail and structure may impede or obscure meaning and thus indirectly penalise responses. At higher levels, information and ideas will be expressed accurately, concisely and fluently, although errors may still occur.

Candidates should be rewarded for use of relevant media terminology and for understanding of the concepts of Audience and Institution in all answers.

- 1 (a) Name three media companies which the passage indicates have already acquired interests in internet companies [6]**

Any three from:

BskyB, eMap, Trinity Mirror, Daily Mail (2 marks each up to maximum of 6)

- (b) State four pieces of statistical evidence from the passage which suggest that buying internet companies might be a valuable investment [8]**

2 marks each for:

Advertising on net predicted to grow by 40% this year.

Internet market share of advertising predicted to rise to 6.9%(compared with 1.2% in 2000).

Procter and Gamble TV budget cut by 25% and redirected to internet.

12m users of 'Friends Reunited': brand extending all the time.

- (c) Explain what is meant in the passage by:**

'portfolios' (3 marks) [6]

the set of companies which a big media organisation owns (up to 3 marks according to clarity)

'internet dominance' (3 marks)

the spots on the internet where these organisations have a big slice and are market leaders (up to 3 marks according to clarity).

- 2 (a) In what ways does the passage suggest that the internet is going to be crucial to the success of media companies? [5]**

- increase in online advertising spend

-drop in spending in conventional Media

-increase in influence of the internet.

Two marks for each reason, with credit up to two reasons plus one mark for clarity.

- (b) With reference to examples from your wider knowledge of media ownership, discuss the importance of investment across a range of media [20]**

0 – 7 marks limited account using little from outside passage.

8 – 13 marks some evidence to support points, some importance shown.

14 – 20 marks good level of detail, well supported by examples, clear sense of debate.

3 Discuss the view ownership needs to be global.**[45]****Level 1 (0-12 marks)**

- Likely to be short answers.
- Likely to miss the point of the question.
- Little or no reference to evidence to support points made.
- Arguments not developed in any detail and opinions/assertions likely to be simplistic.

Level 2 (13-17 marks)

- Limited reference to evidence to support points made.
- Undeveloped and application of ideas minimal.
- Factual knowledge possibly inaccurate.
- Little relevance to the question.
- Opinions likely to be simplistic and contextual knowledge limited.

(18-22 marks)

- Some reference to evidence to support points made.
- Some application of ideas and some development of the answer.
- Factual knowledge will show some accuracy.
- Some relevance to the question.

Level 3 (23-28 marks)

- Reference to evidence to support points made.
- Application of ideas and some development of the answer.
- Factual knowledge will be largely accurate and relevant to the question.
- Some knowledge of global media will be evident.

(29-35 marks)

- Some sense of argument and analysis.
- Clear reference to evidence and examples to support points made.
- Factual knowledge will be mainly accurate and relevant.
- Some developed knowledge of global media will be evident.

Level 4 (36-40 marks)

- Clear sense of argument and analysis.
- Clear reference to evidence and examples to support points made.
- Factual knowledge will be mainly accurate and relevant.
- Developed knowledge of global media will be evident.

(41- 45 marks)

- Thorough and detailed understanding of the question.
- Detailed and sophisticated reference to examples.

4 To what extent is media ownership relevant to audiences? [45]**Level 1 (0-12 marks)**

- Likely to be short answers.
- Likely to miss the point of the question.
- Little or no reference to evidence to support points made.
- Arguments not developed in any detail and opinions/assertions likely to be simplistic.

Level 2 (13-17 marks)

- Limited reference to evidence to support points made.
- Undeveloped and application of ideas minimal.
- Factual knowledge possibly inaccurate.
- Little relevance to the question.
- Opinions likely to be simplistic and contextual knowledge limited.

(18-22 marks)

- Some reference to evidence to support points made.
- Some application of ideas and some development of the answer.
- Factual knowledge will show some accuracy.
- Some relevance to the question.

Level 3 (23-28 marks)

- Reference to evidence to support points made.
- Application of ideas and some development of the answer.
- Factual knowledge will be largely accurate and relevant to the question.
- Some knowledge of the relationship between audience and institution will be evident.

(29-35 marks)

- Some sense of argument and analysis.
- Clear reference to evidence and examples to support points made.
- Factual knowledge will be mainly accurate and relevant.
- Some developed knowledge of the relationship between audience and institution will be evident.

Level 4 (36-40 marks)

- Clear sense of argument and analysis.
- Clear reference to evidence and examples to support points made.
- Factual knowledge will be accurate and relevant.
- Developed knowledge of the relationship between audience and institution will be evident.

(41- 45 marks)

- Thorough and detailed understanding of the question.
- Detailed and sophisticated reference to examples.

**Mark Scheme 2734
January 2007**

ASSESSMENT DESCRIPTORS

The Critical Research Study is marked out of a total of 90 marks with reference to the following categories:

Research (Question 1: 45 marks)

Analysis and Discussion (Question 2: 45 marks)

Assessment Level	Marks /45
Level 1	0-12
Level 2	13-17 18-22
Level 3	23-28 29-35
Level 4	36-40 41-45

QUESTION 1 – RESEARCH - QUESTIONS TO ASK OF THE RESEARCH

- 1 Has the candidate used both primary and secondary research methods?
- 2 What primary methods have been used?
 - Interviews
 - Focus groups
 - Questionnaires
 - Letters, emails, phone calls
 - Remote discussions [eg Internet]
 - Textual analysis.
- 3 What secondary methods have been used?
 - Magazines
 - Academic journals
 - Newspapers/newspaper archives
 - Radio and TV programmes
 - Books: popular and academic
 - Internet – industry sites
 - Websites –for individuals
 - Search engines.
- 4 Are sources acknowledged/referenced?
- 5 Has the nature of the research been explained? [eg logistics]
- 6 Is there reflection upon the advantages and disadvantages of methods used?

FOR QUESTION 2

How far does the candidate grasp how their 'micro research' relates to the wider topic?

OVERALL FOR BOTH QUESTIONS**Quality of Language**

No specific marks are allocated to written communication, but it should be sufficient at all levels to make meaning clear. It is possible, at the lower levels, that significant errors in detail and structure may impede or obscure meaning and thus indirectly penalise responses. At higher levels, information and ideas will be expressed accurately, concisely and fluently, although errors may occur.

Candidates' responses should be placed into the level where overall they seem to best fit. It is unlikely that all criteria will apply in equal measure and a candidate may not necessarily achieve the same level for both questions.

QUESTION 1 – RESEARCH**LEVEL 1****Question 1****(0-12 marks)**

- very short responses
- no evidence of any research
- no referencing
- no explanation of process
- no reflection on methods and/or sources

LEVEL 2**Question 1****(13-17 marks)**

- minimal evidence of research
- minimal referencing
- minimal explanation of process
- no reflection on methods and/or sources

(18-22 marks)

- likely to be no more than three research methods considered
- research may have limited appropriateness
- some referencing but incomplete
- some explanation of process
- minimal reflection on methods and/or sources

LEVEL 3**Question 1****(23-28 marks)**

- likely to consider at least four research methods
- some, but not necessarily all, research likely to be appropriate
- some referencing complete
- mainly adequate explanation of logistics of process
- some reflection on methods and/or sources

(29-35 marks)

- likely to consider at least five research methods
- much of the research appropriate
- most referencing complete
- clear explanation of logistics
- clear reflection on and some evaluation of most methods and/or sources

LEVEL 4**Question 1****(36-40 marks)**

- likely to consider a wide range of primary and secondary research methods
- research mostly appropriate
- mostly sound and accurate referencing
- clear explanation of logistics of process
- sound reflection on and evaluation of methods
- most points well supported by reference to specific examples

(41-45 marks)

Comprehensive and appropriate range of research methods, thoroughly and accurately referenced and evaluated with supporting detail.

QUESTION 2 - ANALYSIS AND DISCUSSION**LEVEL 1****Question 2****(0-12 marks)**

- very short response
- no sense of relationship between focus and wider topic
- incoherent argument

LEVEL 2**Question 2****(13-17 marks)**

- minimal evidence of ability to relate research to question
- lack of understanding of what the topic entails

(18-22 marks)

- limited evidence of ability to relate research to question
- minimal understanding of what the topic entails
- minimal ability to discuss the issues
- minimal supporting evidence offered

LEVEL 3**Question 2****(23-28 marks)**

- some attempt to present an argument
- some evidence of ability to relate research to question
- some understanding of what the topic entails
- some ability to discuss the issues
- some supporting evidence offered

(29-35 marks)

- good sense of what the topic entails
- ability to present an argument and discuss the issues
- ability to relate research to the question
- appropriate use of findings as supporting evidence

LEVEL 4**Question 2****(36-40 marks)**

- fluent response
- clear relationship between chosen focus and wider topic
- clear sense of argument
- points well supported by evidence

(41-45 marks)

In addition to the criteria for the previous band, these responses will be incisive, knowledgeable, reflective and will fully address the specific area of study.

FOR INFORMATION**SPECIFICATION CONTENT REMINDER**

Candidates will select appropriate aspects of their investigation, with relevant examples and evidence, to address the two assessment categories of:

**Research (Question 1)
Analysis and Discussion (Question 2)**

Guidance on the potential range/scope of candidates' study is provided in the specification, and below. Content should be within this range.

Topic 1**Advertising**

Research into advertising, marketing and sponsorship.

Issues such as the nature and purpose of advertising – selling image and lifestyle. Issues of ideologies, values, messages and meanings. Consumer cultures. Product placement. Niche and mass markets. Audience targeting. Social demographics and product mapping. Marketing strategies. Case studies of particular campaigns. Audience reception of advertising. Relationship between media institutions and advertising.

Topic 2**Children and the Media**

Research into the relationship between children and the media as subjects of media representations and/or as consumers to the media. ["Children" to mean up to and including age 15.]

Targeting and use of children in media products. Representations of childhood and gender. Academic perspectives. The media as educative. Research into effects theories in relation to children and the media. Children as participants in media productions. Views of parents, teachers and children on the media and childhood. Children's reception of media texts. Media to include television, film, radio, magazines, comics, newspapers, video games and the internet.

Topic 3**Community Radio**

The relationships between radio stations and their communities.

[local radio stations, commercial and publicly funded or niche radio programmes.]

Functions and roles of community radio, including public service broadcasting and local radio (public and/or commercial). The needs of the community/community identity. Public access. Community radio as balance for London centric broadcasting hegemony. Candidates are encouraged to use a specific example of community radio as a case study.

Topic 4**Crime and the Media**

The representation of crime in/across a range of media.

Crime films; television crime series. True crime magazines. Press representations of crime and criminality. News reporting of crime; radio and internet crime coverage. Moral panic. Show case trials; crime and news values. Trial by the media. The media and public perceptions of crime.

Topic 5**Politics and the Media**

Research into the relationship between the political system and the media.

Candidates may focus on UK or foreign politics and the media and may compare the relationship between the government and the media in the UK and other nations. The media as a tool of democracy. Public service broadcasting. Impartiality versus editorial/owners values. Party political broadcasts, campaigns, photo opportunities and lobbying. Government press secretaries, public relations, managers, spin doctors and the media. Media commentators. The relationship between media owners and government legislation.

Topic 6**Sport and the Media**

Research into the relationships between sport agencies and the media.

Relationship between media conglomerates and sport agencies. Attraction and retention of audiences via sport in order to promote other products. The representation of ideology (such as global unity/competition/nature, gender). Proliferation of sports covered including minority interest sports. Media as sports watchdogs and commentators; as source of inter-media competition. Sport and advertising/sponsorship. Use of new technologies in sports coverage.

Topic 7**Television Drama**

Research into the significance of television drama.

Place of television drama in the schedules. The changing face of television drama. Issues of "quality"/dumbing down. Drama documentaries/"faction". Representations of social groups. Drama series and serials. Soap operas. Comedy drama, costume drama. Literacy adaptations. High culture v low culture debate. Audience reception of TV drama. Historical development. Notions of authorship in television drama. Relationships of genre to television institutions.

Topic 8**Women and Film**

Research into the relationships between female filmmakers and the industry as well as between their films and their spectators and/or female spectatorship of film.

[Filmmaker is defined here as director, actor, producer, screenwriter or other personnel for example editor, production designer, director of photography.]

Gender issues such as equality of opportunity for women filmmakers in the industry. Issues of gender representations in films. Feminist critical perspectives. Popular criticism. Audience reception. Candidates may draw on examples of films classed as 'feminist films'. Films made for female audiences and films made by women as well as female responses to other films.

Topic 9**World Cinema**

Research into the cinema of countries other than US or the UK.

Differences in context, audience and genre. Cinematic hybrids. Media mineralisation. Cultural independence. Issues of representation. World cinema and politics. Cinema as agent of social and political change. Audience reception. Popular and art cinemas', relationship with other media. Influence upon US and UK cinema.

**Mark Scheme 2735
January 2007**

Mark Scheme for Unit 2735: Media Issues and Debates

The total number of marks available for the paper is 90
Candidates answer TWO questions, one from two different sections.

Each Question is marked out of 45.

Assessment Level	Marks/45
Level 1	0-12
Level 2	13-17
	18-22
Level 3	23-28
	29-35
Level 4	36-40
	41-45

General Assessment Criteria**Level 1****0-12 marks**

- weak answer
- failure to understand the question
- fails to communicate coherent point of view
- little or no understanding of the topic
- very short.

Level 2**13-17 marks**

- a minimal view about media issues and debates
- basic understanding of the question
- textual examples will be basic and descriptive
- arguments are not developed in any detail
- opinions/assertions tend to be simplistic
- information may include irrelevancies or inaccuracies
- basic.

18-22 marks

- some attempt to offer a critical argument or point of view
- some knowledge of what the question demands
- limited analysis of case studies to illustrate arguments
- factual knowledge is mostly accurate
- answers will be relevant to the question
- opinions/assertions are substantiated by some examples.

Level 3**23-28 marks**

- informed argument
- competent use of textual and topical examples to illustrate arguments
- competent use of case studies
- factual knowledge will be mainly accurate
- answers will be relevant to the question.

29-35 marks

- applies knowledge of case studies to the topic
- clear understanding of the issue
- clear use of relevant case studies
- factual knowledge will be accurate and clearly relevant to the question
- clear understanding of role of media within a wider context.

Level 4**36-40 marks**

- well structured
- demonstrates an intelligent and informed understanding of the topic
- demonstrates skill in critical analysis
- intelligent evaluation of contemporary texts and topics.

41-45 marks

- intelligent
- well informed
- precise
- perceptive and incisive insights into the topic.

Question Specific Content Descriptors

NB The bullet points indicate possible topics and details that may be referred to by candidates. They are not meant to be exhaustive lists.

SECTION A - BROADCASTING**Question 1**

To what extent does the medium of television influence the music industry?

The following issues may be referred to by candidates:

- media synergy
- cross media ownership, television links with music industry
- visual appeal
- artistic integrity and independence
- music genre channels
- production and consumption of music programmes broadcast on uk television
- music genres.

Question 2

“Music is better served by television than by radio, because music should be a visual experience.” Discuss this view.

- audience reception theories
- visual appeal
- artistic integrity and independence
- strengths and weaknesses of television/radio
- production and consumption of music programmes broadcast on uk television
- music genres.

Question 3

To what extent do audiences, rather than events, determine the content of news and/or current affairs programmes?

The following issues may be referred to by candidates:

- news selection
- news values
- ratings and audience
- public service remit
- predictability of news
- infotainment
- competition with other channels and media (internet/radio/press).

Question 4

What strategies are used by makers of news and/or current affairs programmes to make programmes that appeal to a wide audience?

The following issues may be referred to by candidates:

- infotainment and populism
- news selection
- scheduling strategies
- media synergy
- promotional strategies
- public service remit
- technological factors.

Question 5

To what extent has British broadcasting been able to succeed in recent years?

The following issues may be referred to by candidates:

- competition
- technology
- mass audiences
- consumerism
- broadcasting acts
- deregulation.

Question 6

To what extent has deregulation and increased competition improved the quality of broadcasting in the UK in recent years?

The following issues may be referred to by candidates:

- statutory factors
- industry constraints and opportunities
- globalism
- monopolies and constraints on ownership
- growth of digital, cable and satellite TV
- proliferation of radio stations
- similarity of mainstream output
- struggles of alternative and minority broadcasts
- advanced and improved technology and production values.

SECTION B - FILM**Question 7**

Discuss what you consider to have been the strengths of the British cinema industry in recent years.

The following issues may be referred to by candidates:

- financial (backers from UK and abroad)
- quality of directors/producers/artists
- government support
- independent film companies
- distribution and exhibition
- audiences.

Question 8

“The country of origin of a film is irrelevant. Why should we be bothered if all the films at our cinemas were made in the USA?” Discuss this view.

The following issues may be referred to by candidates:

- cultural imperialism
- US dominance of multiplex cinemas
- struggle of non mainstream or smaller institutions and nations in global market
- role and output of indie and arthouse cinemas
- national identity and film
- film as cultural artefact and social document
- audience choice.

Question 9

Account for the continuing success of certain genres of film.

The following issues may be referred to by candidates:

- generic conventions
- ability to adapt and develop
- hybrid
- prequel/sequel
- promotion
- star system.

Question 10

Discuss how an understanding of film genre might contribute to one's enjoyment of a film.

The following issues may be referred to by candidates:

- adherence to and subversion of generic conventions
- audience expectations and pleasures
- sub genres
- hybrids
- genre theorists and theories
- dynamic nature of genres
- predictability versus freshness
- increasing media audience sophistication.

Question 11

“The role of film censors is to reflect, not to protect society's values?” Discuss this view.

The following issues may be referred to by candidates:

- role of film
- role of censors
- BBFC
- pressure groups
- case studies, well-known cases
- effects theories.

Question 12

‘Film censors cut and chop films. They have never made a useful contribution’ How far does your study of film classification and censorship support this view.

The following issues may be referred to by candidates:

- role of film
- role of censors
- multicultural/multiethnic society
- political correctness
- fears of terrorism, social unrest
- societal fragmentation, breakdown of agreed social mores
- BBFC
- pressure groups
- case studies, well-known cases
- effects theories.

SECTION C - PRINT**Question 13**

**“The magazine industry is successful because it targets its readerships so narrowly.”
Discuss this view.**

The following issues may be referred to by candidates:

- audience targeting
- stereotyping
- niche audiences
- consumerism
- mass marketing
- editorial and advertising
- lifestyle mags.

Question 14

Consider whether the prospects for the magazine industry look bright, or gloomy?

The following issues may be referred to by candidates:

- recent proliferation of titles and expansion into male market
- shrinking of media industry workforces
- competition from internet/24 hour multi channel digital television and TV magazine programmes
- audience targeting
- niche audiences
- consumerism
- sales figures, ABC figures
- advertising revenue and cover prices.

Question 15

What role should a local newspaper fulfil?

The following issues may be referred to by candidates:

- local news gatherer and informer
- advertising stall
- platform for local issues
- commercial enterprise
- responsible independent observer
- local newssheet.

Question 16

“We don’t do news anymore, just features and ads. Local radio and television always get to the public before we do.” Discuss this view expressed by a local weekly newspaper editor.

The following issues may be referred to by candidates:

- strengths of local newspaper
- types of local/regional/daily/weekly editions and their strengths
- advantages of newspaper over radio/tv
- disadvantages of above
- campaigning issues
- advertising revenue
- public perception of news
- community news
- local campaigns
- role of journalists.

Question 17

Who should control the British press?

The following issues may be referred to by candidates:

- PCC
- legislation
- free press, open democracy
- self regulation versus statutory constraints
- recent and current well-known cases
- government control and watchdogs.

Question 18

“The tabloids and paparazzi are making some celebrities’ lives a misery. Some journalists and press photographers go too far.” Discuss the view that regulation of the press in this country is too lenient.

The following issues may be referred to by candidates:

- recent and relevant privacy case studies
- role of PCC and Code of Practice guidelines
- free press, open democracy
- statutory constraints on press
- arguments for free press in liberal democracy
- arguments for individual’s right to privacy
- references to contradictions in European Convention on Human Rights.

Quality of written communication:

No specific marks are allocated to quality of written communication, but it should be sufficient at all levels to make meaning clear. It is possible, at the lower levels, that significant errors in detail and structure may impede or obscure meaning, and thus indirectly penalise responses. At higher levels, information and ideas will be expressed accurately, concisely and fluently, although errors may still occur.

**Advanced GCE (Media Studies) (3860/7860)
January 2007 Assessment Series**

Unit Threshold Marks

Unit		Maximum Mark	a	b	c	d	e	u
2730	Raw	120	98	88	78	68	59	0
	UMS	120	96	84	72	60	48	0
2731	Raw	90	68	61	54	47	41	0
	UMS	90	72	63	54	45	36	0
2732	Raw	90	68	61	55	49	43	0
	UMS	90	72	63	54	45	36	0
2733	Raw	120	99	89	79	69	60	0
	UMS	120	96	84	72	60	48	0
2734	Raw	90	67	60	53	47	41	0
	UMS	90	72	63	54	45	36	0
2735	Raw	90	69	62	55	49	43	0
	UMS	90	72	63	54	45	36	0
	UMS							

Specification Aggregation Results

Overall threshold marks in UMS (i.e. after conversion of raw marks to uniform marks)

	Maximum Mark	A	B	C	D	E	U
3860	300	240	210	180	150	120	0
7860	600	480	420	360	300	240	0

The cumulative percentage of candidates awarded each grade was as follows:

	A	B	C	D	E	U	Total Number of Candidates
3860	18.08	40.96	64.21	88.19	99.63	100.00	271
7860	3.03	36.36	81.82	93.94	100.00	100.00	33

304 candidates aggregated this series.

For a description of how UMS marks are calculated see;
http://www.ocr.org.uk/exam_system/understand_ums.html

Statistics are correct at the time of publication

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

OCR Customer Contact Centre

(General Qualifications)

Telephone: 01223 553998

Facsimile: 01223 552627

Email: helpdesk@ocr.org.uk

www.ocr.org.uk

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

Oxford Cambridge and RSA Examinations
is a Company Limited by Guarantee
Registered in England
Registered Office; 1 Hills Road, Cambridge, CB1 2EU
Registered Company Number: 3484466
OCR is an exempt Charity

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

© OCR 2007

