

# **Media Studies**

Advanced Subsidiary GCE

Unit **G322**: Key Media Concepts (Television Drama)

## **Mark Scheme for June 2011**

---

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of pupils of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, OCR Nationals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support which keep pace with the changing needs of today's society.

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 2011

Any enquiries about publications should be addressed to:

OCR Publications  
PO Box 5050  
Annesley  
NOTTINGHAM  
NG15 0DL

Telephone: 0870 770 6622  
Facsimile: 01223 552610  
E-mail: [publications@ocr.org.uk](mailto:publications@ocr.org.uk)

Question Number	Answer	Max Mark
1	<p>The purpose of these Units is to firstly assess candidates' media textual analysis skills and their understanding of the concept of representation using a short unseen moving image extract (AO1 and AO2); secondly to assess candidates' knowledge 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>Section A: Textual Analysis and Representation (Unseen moving image extract)</p> <p>Extract: <b>Merlin Series 1 Episode 1</b>, written by Julian Jones, dir. James Hawes</p> <p><b>Discuss the ways in which the extract constructs representations of <u>class and status</u> using the following:</b></p> <ul style="list-style-type: none"> <li>• <b>Camera shots, angles, movement and composition</b></li> <li>• <b>Editing</b></li> <li>• <b>Sound</b></li> <li>• <b>Mise-en-scène.</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 should be prepared to analyse and discuss the following: technical aspects of the language and conventions of the moving image medium, in relation to the unseen moving image extract, as appropriate to the genre and extract specified, in order to discuss the sequence's representation of individuals, groups, events or places. These may be selected from the following:</p> <p><b>Camera Shots, Angle, Movement and Composition</b></p> <ul style="list-style-type: none"> <li>• Shots: establishing shot, master shot, close-up, mid-shot, long shot, wide shot, two-shot, aerial shot, point of view shot, over the shoulder shot, and variations of these.</li> <li>• Angle: high angle, low angle, canted angle.</li> <li>• Movement: pan, tilt, track, dolly, crane, steadicam, hand-held, zoom, reverse zoom.</li> <li>• Composition: framing, rule of thirds, depth of field – deep and shallow focus, focus pulls.</li> </ul> <p><b>Editing</b></p> <p>Includes transition of image and sound – continuity and non-</p>	[50]

Question Number	Answer	Max Mark
	<p>continuity systems.</p> <ul style="list-style-type: none"> <li>• Cutting: shot/reverse shot, eye-line match, graphic match, action match, jump cut, crosscutting, parallel editing, cutaway; insert.</li> <li>• Other transitions, dissolve, fade-in, fade-out, wipe, superimposition, long take, short take, slow motion, ellipsis and expansion of time, post-production, visual effects.</li> </ul> <p><b>Sound</b></p> <ul style="list-style-type: none"> <li>• Diegetic and non-diegetic sound; synchronous/asynchronous sound; sound effects; sound motif, sound bridge, dialogue, voiceover, mode of address/direct address, sound mixing, sound perspective.</li> <li>• Soundtrack: score, incidental music, themes and stings, ambient sound.</li> </ul> <p><b>Mise-en-Scène</b></p> <ul style="list-style-type: none"> <li>• Production design: location, studio, set design, costume and make-up, properties, lighting; colour and design.</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 understanding of the way that technical aspects are used to construct the extract's representations</li> <li>• Of minimal relevance to set question or a very brief response</li> </ul> <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>	

Question Number	Answer	Max Mark
	<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 understanding of the way that technical aspects are used to construct the extract's representations</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 understanding of the way that technical aspects are used to construct the extract's representations</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 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>Straightforward 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 understanding of the way that technical aspects are used to construct the extract's representation</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 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. Sentences and paragraphs, consistently relevant, have been well structured, using appropriate technical terminology. There may be 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><i>“Successful media products depend as much upon marketing and distribution to a specific audience as they do upon good production practices”.</i> To what extent would you agree with this statement, within the media area 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 as audiences.</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 distributed and marketed for specific audiences</li> <li>• The distribution and marketing of specific products or types of products</li> <li>• How audiences engage with distribution and marketing strategies</li> <li>• Audience strategies in facilitating or challenging institutional practices</li> <li>• Arguments for, or against, an institution’s success or failure</li> <li>• Explanation of synergy, cross media or digital initiatives and how these practices target specific audiences</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><b>Topic Headings – these are general issues, which may be raised by the question set.</b></p> <p><b>Film</b></p> <p>A study of a specific studio or production company within a contemporary film industry that targets a British audience (eg Hollywood, Bollywood, UK film), including its patterns of production, distribution, exhibition and consumption by audiences. This should be accompanied by study of contemporary film distribution practices (digital cinemas, DVD, HD-DVD, downloads, etc) and their impact upon production, marketing and consumption.</p> <p><b>Music</b></p> <p>A study of a particular record label within the contemporary music industry that targets a British audience, including its patterns of production, distribution, marketing and consumption by audiences. This should be accompanied by study of the strategies used by record labels to counter the practice of file sharing and their impact on music production, marketing and consumption.</p>	[50]

Question Number	Answer	Max Mark
	<p><b>Newspapers</b></p> <p>A study of the contemporary newspaper market in the UK and the ways in which technology is helping to make newspapers more efficient and competitive despite dwindling audiences. This should be accompanied by study of a specific online version of a national/local newspaper and the issues that are raised for the production, distribution and consumption of news.</p> <p><b>Radio</b></p> <p>A study of a particular station or media group within the contemporary radio industry that targets a British audience, examining its various production, distribution and exhibition practices, as well as audience consumption. This should be accompanied by study of the impact of DAB and internet broadcasting on radio production practices, marketing and (British) audience consumption.</p> <p><b>Magazines</b></p> <p>A study of a successful magazine within the contemporary British magazine market, including its patterns of production, distribution, marketing and consumption by audiences. This should be accompanied by study of the use of online magazine editions and the issues that they raise for the production, marketing and consumption of a magazine brand.</p> <p><b>Video games</b></p> <p>A study of the production, distribution and marketing of a specific game within one or across various gaming platforms, along with its reception by a variety of (British) audiences. This should be accompanied by study of the impact of next generation capabilities (HD, Blu-Ray, online services etc) on the production, distribution, marketing and consumption of games.</p> <p>The above list is not intended to be exhaustive. It is acknowledged that most media industries are characterised by cross-media strategies, production and promotion; candidates will be expected to focus on a particular medium but should make reference to related media where relevant.</p> <p><b>General mark scheme</b></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> </ul>	



Question Number	Answer	Max Mark
	<ul style="list-style-type: none"> <li>• Minimal argument evident, with little reference to case study material</li> <li>• Of minimal relevance to set question or a very brief response</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 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> </ul>	

Question Number	Answer	Max Mark
	<ul style="list-style-type: none"> <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, in some detail, 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> <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 detailed 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. Sentences and paragraphs, consistently relevant, have been well structured, using appropriate technical terminology. There may be few, if any, errors of spelling, punctuation and grammar.</p>	

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

**OCR Customer Contact Centre**

**14 – 19 Qualifications (General)**

Telephone: 01223 553998

Facsimile: 01223 552627

Email: [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

**[www.ocr.org.uk](http://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 2011