

**Advanced GCE  
MEDIA STUDIES**

Unit G325: Critical Perspectives in Media

**Specimen Paper**

Additional Materials: Answer Booklet (16 pages)

## G325 QP

Morning/Afternoon

Time: 2 hours



### INSTRUCTIONS TO CANDIDATES

- Answer both parts of question 1 from section A and one question from section B.

### 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.

### Section A: Theoretical Evaluation of Production

You must answer both 1(a) and 1(b).

In this section you need to write about your work for the Foundation Portfolio and Advanced Portfolio units. You must answer both 1(a) and 1(b).

- 1 (a) "Digital technology turns media consumers into media producers". In your own experience, how has your creativity developed through using digital technology to complete your coursework productions? [25]
- (b) "Media texts rely on cultural experiences in order for audiences to easily make sense of narratives". Explain how you used conventional and / or experimental narrative approaches in one of your production pieces. [25]

**Section A Total [50]**

### Section B: Contemporary Media Issues

Answer one question from Section B.

#### Contemporary Media Regulation

- 2 Discuss the arguments for and against media regulation, in relation to two specific examples of current regulatory practice from different media. [50]
- 3 How far does contemporary media regulation differ from that of the past? Refer to regulatory practice in at least two different media. [50]

#### Global Media

- 4 To what extent have global media impacted on audiences? Refer to specific media products, industries and audiences, related to at least two media. [50]
- 5 Consider how far globalisation of the media should be seen as a 'problem'. Refer to at least two media to support your answer [50]

#### Media and Collective Identity

- 6 Discuss the contemporary representation of a nation, region or social group in the media, using specific textual examples from at least two media to support your answer. [50]
- 7 How far does the representation of a particular social group change over time ? Refer to at least two media in your answer. [50]

#### Media in the Online Age

- 8 What difference has the internet made to media production and consumption? Refer to at least two media sectors in your answer. [50]
- 9 How important to change in the media is the idea of convergence? Refer to at least two media in your answer. [50]

**Postmodern Media**

- 10** Discuss two or more media texts that you would define as 'postmodern' and explain why you would give them this label. Cover at least two media in your answer. **[50]**
- 11** Consider the ways in which postmodern media challenge conventional relations between audience and text. Refer to at least two media forms in your answer. **[50]**

**'We Media' and Democracy**

- 12** "The media have become more democratic in recent years". Using specific examples of media activity from two media to support your answer, evaluate the accuracy of this statement. **[50]**
- 13** How new is the concept of 'We Media' ? Refer to at least two media in your answer. **[50]**

**Section B Total [50]****Total [100]**

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The maximum mark for this paper is 100.

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Section 1: Theoretical Evaluation of Production		
Question Number	Answer	Max Mark
1(a)	<p><b>“Digital technology turns media consumers into media producers.”</b>  <b>In your own experience, how has your creativity developed through using digital technology to complete your coursework productions?</b></p> <p>Candidates will need to refer to their work for the Foundation Portfolio <b>and</b> Advanced Portfolio units.</p> <ul style="list-style-type: none"> <li>• Explanation/ analysis/argument (10 marks)</li> <li>• Use of examples (10 marks)</li> <li>• Use of terminology (5 marks)</li> </ul> <p><b>Level 1</b></p> <p><u>Explanation/ analysis/argument</u> (0-4 marks)  The answer may only relate to one production piece, and there will be either an absence of, or an implicit sense of, progression. The answer may offer limited clarity.</p> <p><u>Use of examples</u> (0-4 marks)  Candidates are able to describe minimal features of the production process in relation to developing some skills.</p> <p><u>Use of terminology</u> (0-2 marks)  The answer offers minimal use of relevant media terminology.</p> <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> (5-6 marks)  Candidates offer a mostly clear, partly relevant and narrow range of examples of the use of technology in relation to skills development, with a limited sense of creativity.</p> <p><u>Use of examples</u> (5-6 marks)  The production process is described briefly with partial relevance to progression.</p> <p><u>Use of terminology</u> (3 marks)  There is a basic use of media terminology throughout.</p> <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> (7-8 marks)  There is some sense of progression, and some useful descriptions of the production process.</p>	[25]

Question Number	Answer	Max Mark
1(a)	<p><u>Use of examples</u> (7-8 marks) Candidates offer a clear, mostly relevant and reasonable range of examples of the use of technology in relation to creative skills development.</p> <p><u>Use of terminology</u> (4 marks) Candidates make proficient use of media terminology throughout, with either production terminology or concepts handled very well.</p> <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> (9-10 marks) There is a clear sense of progression established by the answer, and a range of articulate reflections on the production process are offered.</p> <p><u>Use of examples</u> (9-10 marks) Candidates offer a broad range of specific, relevant and clear examples of the use of technology in relation to creative skills development.</p> <p><u>Use of terminology</u> (5 marks) The use of both production terms and conceptual media terminology applied throughout is excellent.</p> <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 few, if any, errors of spelling, punctuation and grammar.</p>	
1(b)	<p><b>“Media texts rely on cultural experiences in order for audiences to easily make sense of narratives.” Explain how you used conventional and / or experimental narrative approaches in one of your production pieces.</b></p> <ul style="list-style-type: none"> <li>• Explanation/ analysis/argument (10 marks)</li> <li>• Use of examples (10 marks)</li> <li>• Use of terminology (5 marks)</li> </ul> <p><b>Level 1</b></p> <p><u>Explanation/ analysis/argument</u> (0-4 marks) Candidates at this level attempt to relate the production process to the concept of narrative, with limited clarity. The account may be incomplete, or be only partly convincing.</p> <p><u>Use of examples</u> (0-4 marks) Very few, if any examples are offered from the production process.</p>	[25]

Question Number	Answer	Max Mark
	<p><u>Use of terminology (0-2 marks)</u> Media terminology is applied minimally, if at all.</p> <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 (5-6 marks)</u> Candidates offer an account of how they constructed a narrative with a limited theoretical context, either in terms of narrative theory or production approaches.</p> <p><u>Use of examples (5-6 marks)</u> A narrow range of examples is offered in support, of which some are relevant.</p> <p><u>Use of terminology (3 marks)</u> Conceptual language and production terminology are handled at a basic level.</p> <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>	
1(b)	<p><b>Level 3</b></p> <p><u>Explanation/ analysis/argument (7-8 marks)</u> Candidates demonstrate the ability to relate their own creative decisions to some ideas about narrative drawn from media theory.</p> <p><u>Use of examples (7-8 marks)</u> Some relevant examples from the production process are offered in support, handled proficiently.</p> <p><u>Use of terminology (4 marks)</u> There is proficient use of conceptual language and production terminology, and one or the other may be handled very well.</p> <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 (9-10 marks)</u> Candidates demonstrate a clear understanding of narrative theories / approaches and relate them articulately to the production process, describing specific decisions made in relation to narrative and expectations of audience response.</p> <p><u>Use of examples (9-10 marks)</u></p>	



Question Number	Answer	Max Mark
	<p>A broad range of relevant and interesting examples of the creative process are offered.</p> <p><u>Use of terminology</u> (5 marks)</p> <p>Both conceptual language and production terminology are applied with excellent results.</p> <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>	
	<b>Section A Total</b>	<b>[50]</b>

Section 2: Contemporary Media Issues		
Question Number	Answer	Max Mark
2-13	<p><b>(Generic mark scheme: applies to questions 2-13)</b></p> <ul style="list-style-type: none"> <li>• Explanation/ analysis/argument (20 marks)</li> <li>• Use of examples (20 marks)</li> <li>• Use of terminology (10 marks)</li> </ul> <p><b>Level 1</b></p> <p><u>Explanation/ analysis/argument</u> (0-7 marks) Candidates offer a response to the topic area, with a limited degree of clarity. Personal engagement with the topic is either absent or implicit and there may be inaccuracy or a lack of conviction in presenting the response. The answer may be incomplete and/or lack relevance.</p> <p><u>Use of examples</u> (0-7 marks) A narrow range of examples related to texts, industries or audiences is offered.</p> <p><u>Use of terminology</u> (0-3 marks) Contemporary media theory is either absent or evident to a minimal degree.</p> <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) Candidates offer a response to the topic area with limited ability to adapt to the specific requirements of the question. A partially coherent, basic argument is presented in response to the question.</p> <p><u>Use of examples</u> (8-11 marks) The answer offers some examples of theories, industry knowledge and/or texts and/or debates, with some basic evidence of an attempt to connect these elements.</p> <p><u>Use of terminology</u> (4-5 marks) Some of the material presented is informed by contemporary media theory, articulated through a basic use of theoretical terms.</p> <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>	[50]

Question Number	Answer	Max Mark
	<p><b>Level 3</b></p> <p><u>Explanation/ analysis/argument</u> (12-15 marks) Candidates adapt their learning to the specific requirements of the question well, in the main. The answer offers a sensible, mostly clear balance of media theories and knowledge of industries and texts, with a proficient attempt at personally engaging with issues and debates.</p> <p><u>Use of examples</u> (12-15 marks) Examples of industries, texts and theories are connected together in places, and a clear argument is proficiently developed in response to the question.</p> <p><u>Use of terminology</u> (6-7 marks) Material presented is mostly informed by contemporary media theory, described through use of appropriate theoretical terms.</p> <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) Candidates adapt their learning to the specific requirements of the question in excellent fashion. The answer offers a clear, articulate balance of media theories, knowledge of texts and industries and personal engagement with issues and debates.</p> <p><u>Use of examples</u> (16-20 marks) Examples of texts, industries and theories are clearly connected together in the answer, with a coherent argument developed in response to the question.</p> <p><u>Use of terminology</u> (8-10 marks) Throughout the answer, material presented is informed by contemporary media theory and the command of the appropriate theoretical language is excellent.</p> <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 few, if any, errors of spelling, punctuation and grammar.</p>	

Question Number	Answer	Max Mark
2	<p><b>Indicative Content</b> Candidates might explore combinations of:</p> <p>Film censorship, the regulation of advertising, the Press and regulation / control, computer / video game classification, contemporary broadcasting and political control, the effects debate and alternative theories of audience, children and television, violence and the media or a range of other study contexts relating to the regulation of contemporary media.</p> <p>At the highest level, responses should show accurate knowledge applied to specific examples from case studies with a sophisticated grasp of some of the arguments.</p>	
3	<p><b>Indicative Content</b> Candidates might explore combinations of:</p> <p>Film censorship, the regulation of advertising, the Press and regulation / control, computer / video game classification, contemporary broadcasting and political control, the effects debate and alternative theories of audience, children and television, violence and the media or a range of other study contexts relating to the regulation of contemporary media compared with specific case studies from the past.</p> <p>At the highest level, responses should show accurate knowledge applied to specific examples from case studies with a sophisticated understanding of the difference between past and present regulatory contexts.</p>	
4	<p><b>Indicative Content</b> Candidates might explore combinations of any two media. Examples are film and debates around cultural imperialism, television and national vs imported broadcasting, national press in relation to global news provision, media marketing aimed at cross-national territories, examples of media that contradict theories of globalisation or a range of other examples of global media practices.</p> <p>At the highest level, candidates will be expected to show a clear grasp of the ways in which global media have impacted upon specific audiences, with accurate reference to at least two case studies.</p>	
5	<p><b>Indicative Content</b> Candidates might explore combinations of any two media. Examples are film and debates around cultural imperialism, television and national vs imported broadcasting, national press in relation to global news provision, media marketing aimed at cross-national territories, examples of media that contradict theories of globalisation or a range of other examples of global media practices.</p>	

Question Number	Answer	Max Mark
	At the highest level, candidates will be expected to mobilise specific case studies to discuss debates around global media. Detail will be accurate.	
6	<p><b>Indicative Content</b></p> <p>Candidates might explore examples such as Britain in film and news programmes or the Midlands in local papers and films or disabled people in news coverage compared with magazines.</p> <p>At the highest level, responses will be characterised by accuracy, detail and a strong grasp of the issues.</p>	
7	<p><b>Indicative Content</b></p> <p>Candidates might explore examples such as how the representation of Britain in film and television has changed over time or how the Midlands has been represented in local papers and films over time or how the representation of disabled people in news coverage compared with magazines has changed over time.</p> <p>At the highest level, responses will be characterised by accuracy, detail and a strong grasp of the issues.</p>	
8	<p><b>Indicative Content</b></p> <p>Candidates might explore combinations of any two media, considering how each (or the two in converged forms) can be analysed. Examples might be music downloading and distribution, the film industry and the internet, online television, online gaming, online news provision, various forms of online media production by the public or a range of other online media forms.</p>	
9	<p><b>Indicative Content</b></p> <p>A high level response will be characterised by accuracy of detail and reference to relevant examples, as well as a clear understanding of the importance of convergence.</p>	
10	<p><b>Indicative Content</b></p> <p>Candidates might consider texts from computer / video games, postmodern cinema, interactive media, reality TV, music video, advertising, parody and pastiche in media texts or a range of other applications of postmodern media theory. A high level response will be characterised by detailed reference to the text and application of definitions of postmodernity.</p>	
11	<p><b>Indicative Content</b></p> <p>Candidates might consider texts from computer / video games, postmodern cinema, interactive media, reality TV, music video, advertising, parody and pastiche in media texts or a range of other applications of postmodern media theory. A high level response will</p>	

Question Number	Answer	Max Mark
	be characterised by detailed reference to the text and application of definitions of postmodernity to the role of the audience.	
12	<p><b>Indicative Content</b> Candidates might explore web-logging and digital film uploading and sharing, or social networking. At a higher level, a critique of the notion of 'We Media' is expected.</p>	
13	<p><b>Indicative Content</b> Candidates are likely to focus mainly upon contemporary examples such as web-logging and digital film uploading and sharing, or social networking; however, the question demands some sense of the history of the idea of the democratic potential of the media, so may reference fanzines, pirate radio, pamphlets, etc. A high level response would be expected to be accurate, detailed and show a sense of debate.</p>	
	<b>Section B Total</b>	<b>[50]</b>
	<b>Total</b>	<b>[100]</b>

**Assessment Objectives Grid (includes QWC)**

<b>Question</b>	<b>AO1</b>	<b>AO2</b>
<b>1(a)</b>	<b>5</b>	<b>20</b>
<b>1(b)</b>	<b>5</b>	<b>20</b>
<b>2-13</b>	<b>50</b>	<b>0</b>
<b>Totals</b>	<b>60</b>	<b>40</b>

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