

Media Studies

Advanced GCE **A2 7860**

Advanced Subsidiary GCE **AS 3860**

Mark Scheme for the Components

January 2008

3860/7860/MS/R/08J

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 2008

Any enquiries about publications should be addressed to:

OCR Publications
PO Box 5050
Annersley
NOTTINGHAM
NG15 0DL

Telephone: 0870 770 6622
Facsimile: 01223 552610
E-mail: publications@ocr.org.uk

CONTENTS

Advanced GCE Media Studies (7860)

Advanced Subsidiary GCE Media Studies (3860)

MARK SCHEMES FOR THE UNITS

Unit/Components	Page
2731 Textual Analysis	1
2732 Case Study: Audiences and Institutions	14
2734 Critical Research Study	20
2735 Media Issues and Debates	25
Grade Thresholds	33

2731 Textual Analysis

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: *Superman Returns* (Dir. Bryan Singer 2006)

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 **Superman Returns** (Dir. Bryan Singer 2006)*
- *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.

Examples

- Sequence begins with a sequence of interior shot reverse shots and transitions to close up shots in conversation between two characters
- Exterior high angle shot looking into the window
- Close up of Superman revealing despondent expression
- Tilt up of camera, tracking Superman flying into space, passing urban city at night-time
- Close up shot of Superman, with anxious worried expression on face and in classic flying pose with arm extended, zooms gently to big close up
- High angle long shot of sky, with Superman flying at speed into the framing of the shot
- Panning long shot, from left to right emphasises the speed at which Superman is travelling/panning camera movement from left to right representing the transition from earth to outer space
- Long shot of superman suspended in space, suggesting he is defying gravity and represents his superhero powers
- Gentle zoom and panning sweep to close up of right ear, the slowness of the shot suggesting the motionless space he is in
- Close up framing of Superman's eyes, followed by long shot of Superman flying at supersonic speed towards earth
- Camera placed in close up behind two cops in police car constructing an over the shoulder point of view/high angle shot of squad cars coming to a halt
- Close up of flashing police lights, representing danger or a warning
- Point of view shot of cops exiting squad cars in a hurry
- Three big close up shots of 'supergun' being assembled, it looks awesome and powerful
- Mid to long shots of villain climbing stairs carrying heavy bag, signifying his effortless task
- Long shot of villains walking from left to right onto roof top, followed by a sequence of mid shots representing the task they are undertaking: an assembly/defensive point for attacking the police
- Close up shot of policeman with automatic rifle held up towards rooftop
- Exchange of low and high angle shots of cops with villain and 'supergun' during firing sequence
- Close up of cops anxious faces; one example is of the policeman uttering the dialogue ' holy _ '
- Low angle close up of supergun barrel, which begins to fire representing its power of destruction
- High angle point of view of destruction caused by firing supergun/sequence of mid shots showing the devastating effect of the gun bullets on the squad cars
- Mid shots of stalking policeman tentatively walking up the stairs
- Long shots of villain firing gun/policeman opening fire into villain's back, followed by a sequence of shot reverse shots
- Close up shot framing the face of the villain behind the supergun about to fire at the police officers
- Close up shot of villain's finger on the trigger
- Gradual zooming long shot of supergun barrel aiming at the police officers, sweeps and pans to the right of frame at 180 degrees at which stage the supergun fires in slow motion
- Camera zooms out and Superman flying through the air arrives in the frame of the shot
- Close up of shots hitting Superman's chest representing his indestructibility
- Tracking shot from right to left provides continuity as Superman approaches the gun
- Close up shots of villain's effort and determination and of bullets deflecting from the helicopter and Superman's chest
- Close up of gun barrel as it runs out of ammunition
- Big close up of gun being fired into Superman's eye
- Low angle two shot of villain and Superman and bullet falling to the ground in slow motion

Editing

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

Examples

- Scene begins with interior shot reverse shot of couple in conversation about Superman at a slower tempo than the rest of the extract
- The conversation is relaxed and informal, editing diminishes space between characters
- Cuts to exterior shot of Superman's point of view
- Cuts to long shot with tilt movement on camera to Superman flying off into space
- Editing of Superman in space is slow to create the effect of suspension or defying gravity
- Use of shots/long shots provides graphic match between space and earth
- Editing picks up pace with the cops arriving at the scene of the crime, matched by a series of cut shots in the rush to assemble at the building
- Eyeline match between cops and villain with 'supergun' emphasises the tension between characters
- Match on action provides continuity between police on stairs, villain with 'supergun' and cops on the street below
- Continuity is provided in a series of long/mid shots between Superman and Villain and action is matched as villain tries to kill Superman
- Shot reverse shots between Superman and Villain as supergun is fired
- Editing tracks in slow motion the bullets from the supergun
- Editing of music soundtrack is relaxed at the beginning of the extract and dominated by sound effects during the conflict or shootout of the scene

Sound

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

Examples

- Piano is used to create ambiance, which builds to a staccato, orchestrated strings add tension to the scene and suspense
- Echoed dialogue in the kitchen
- The orchestrated soundtrack is also sombre and yet soothing/use of singing voice is harrowing/angelic/perhaps signifying the heavens
- Later in scene orchestrated soundtrack of drums/strings and trumpet is used to create ambiance
- Diegetic sounds of wind, car doors slamming, alarm bells ringing, footstep of police officers climbing stairs
- Use of male voiceover is a narrative link informative of Superman's objective on earth
- Sounds are used as a soundbridge to link visual actions in editing for example the sound effect of the wind
- Sound effects of machine gun firing bullets/ricochet/noises Superman's hearing picks out in space, for example radio frequencies and alarm bells ringing, swoosh of superman flying through the air
- Use of dialogue as conversation, being diegetic, providing information to narrative, **voices** which Superman hears from space is also apart of the film world and represent his supernatural powers
- Sound of the supergun and the trigger being squeezed
- Distorted sound of the bullets being fired in slow motion and the soundbridge of angelic voices that are used
- The use of silence as the bullets fall to the ground in slow motion

Special Effects

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

Examples

- Use of slow motion/'bullet time' technology with the firing of bullets from 'supergun'
- Computer generated imagery of superman suspended in space represents his defiance of gravity
- Pyrotechnics such as, firing bullets/explosions on metalwork etc
- Stunts function to create danger of the situations
- Use of models for example the supergun/helicopter/exterior of rooftop sequence

Mise-en-Scène

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

Examples

Sequence is in three parts, beginning in the kitchen with its relaxing and informal interior, the use of contrast between earth and space and finally in the night time urban environment characterised by skyscrapers and conflict scene between police and the villain

In the home

- Apartment is the safe clam interior world/takes place in the kitchen and provides informality perhaps suggesting post meal time
- Male character is questioning female
- Well designed/modern and spacious living space
- A relaxed atmosphere as two characters are in conversation
- Lighting is generated by interior soft lighting
- Props include glass of wine/teatowel/domestic items

The contrast between earth and space

- Space is peaceful compared to earth
- It is night time on earth
- The skyline is interrupted by clouds
- Space is dark and unusually lacking stars
- Long shot of earth and Superman is illuminated by moonlight
- Space appears tranquil/motionless still disrupted by the soundwaves and alarms of an emergency on earth
- Superman defies gravity! He seems at ease in space

The city urban environment

- City is the chaos where the crime takes place/streets are manic/dangerous place to be full of lights/skyscrapers/urban
- Superman's costume gives him his identity/cops in uniform/villains in black/individuals in everyday clothes (apartment is spacious/characters informal and yet smart)
- Police officers recognised by the uniforms often appear nervous when confronted by the villain
- Movement and stature of Superman demonstrates his superpowers/bullets into chest and eye suggest he is indestructible
- Lighting of urban environment relies on artificial and directional lights/use is made of police lights/flashing across characters' faces
- Urban landscape lights the night-sky
- Supergun is heavy dangerous weapon and extremely deadly destroying property with ease
- Villain is protected by body armour and this protects him from bullets this can be contrasted to the superpowers and indestructibility of Superman
- Superman's character changes from a worried and perplexed emotional state to that of superhero with confidence and his strength and power is signified by his cheeky grin at the end of the sequence

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 the ways in which adverts and the editorial promote consumerist values in your two chosen magazines.

[45 marks]

The following areas may be covered:

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

2 (b) Celebrity and the Tabloid Press

Compare how gender or age affects the representation of celebrities in your **two** chosen tabloid newspapers

[45 marks]

The following areas may be covered:

- Knowledge and understanding of how the representation of celebrity is constructed by age or gender
- 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 music culture of radio programmes
- Detailed textual examples to illustrate points of comparison and address the question set.

2 (d) Gender and Television Situation Comedy

Compare how the plot/storylines contribute to the representation of gender in your chosen **two** television programmes

[45 marks]

The following areas may be covered:

- Knowledge and understanding of how gender representation is constructed in TV sitcoms through the use of plot/storylines
- 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 the narrative structures of your chosen **two** video/computer games

[45 marks]

The following areas may be covered:

- Knowledge and understanding of how conflict/competition is represented in the narrative structures of video games
- Detailed textual examples to illustrate points of comparison and address the question set.

2732 Case Study: Audiences and Institutions

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) State three figures from the passage which indicate YouTube's popularity (6 marks)
- 100 million clips watched each day
 - 16th most popular website
 - 65,000 new videos up loaded daily
 - 20 million visitors each month (2 marks each up to six marks)
 - May be worth between \$600 million to \$ 1 billion

- (b) Outline two problematic aspects with the content of material on YouTube as indicated in the passage (4 marks each)

Copyright infringement
Accusation of encouraging violence

(up to 4 marks each according to explanation)

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

- (i) 'get round locating illegal files' (line 18) (3 marks)

avoid YouTube spotting copyright infringement
(up to 3 marks according to clarity)

and

- (ii) Range of possible answers acceptable, looking for understanding of such issues as: space, capacity, servers, coping with files, smooth running, performance.
(up to 3 marks according to clarity)

- 2 (a) Why might YouTube not be a 'viable business'? (line 21) (5 marks)

costs may exceed income and therefore not be sustainable
(up to 5 marks according to clarity)

- (b) Using your wider knowledge outside the passage, discuss the ways in which popular websites continue to change people's media use (20 marks)

0-7 marks limited account using little from outside passage
8-13 marks some evidence to support points, some changes shown
14-20 marks good level of detail, well supported by examples, clear sense of debate.

- 3 How far do new media technologies offer audiences new experiences? [45]

Level 1

(0-12 marks)

Likely to be short answers (under 200 words) 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 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 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 will be evident.

(41-45 marks)

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

- 4 To what extent does the introduction of new media technologies threaten existing media industries? [45]

Level 1
(0-12 marks)

Likely to be short answers (under 200 words) 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 threat 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 threat 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 threat 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 answers.

- 1 (a) Name the three consoles which will battle it out in the marketplace (6 marks)

Xbox360, PS3. Nintendo Wii (2 marks each)

- (b) Outline two methods used by console manufacturers to attempt to dominate the market, as noted in the passage: any 2, 4 marks each.

Examples might be:

- reduce prices/ console as loss leader .
- launching earlier than rivals .
- to focus on a particular strategy (e9- online gaming) .
- break new markets .
- expand audience

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

- (i) 'generated a lot of hype' (line 6) (3 marks)

caused a lot of talk, discussion, coverage ,interest, excitement etc.

and

- (ii) 'expand the base of game console users' (line 20) (3 marks)

attracted more new customers (up to 3 marks each according to clarity)

- 2 (a) What evidence is there in the passage to support the view that the three competitors will be in the same positions in a couple of years?

stalemate as each new strategy cancels out the others (up to 5 marks according to clarity)

- (b) With reference to examples from your wider knowledge of media ownership, consider the impact of competition in the media industry marketplace.

0-7 marks

limited account using little from outside passage

8-13 marks

some evidence to support points, some understanding shown

14-20 marks

good level of detail, well supported by examples, clear sense of debate.

- 3 Why might media owners want to investigate in a range of media? [45]

Level 1

(0-12 marks)

Likely to be short answers (under 200 words) 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 investment 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 investment 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 investment will be evident.

(41-45 marks)

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

- 4 To what extent do media owners determine audience tastes? [45]

Level 1

(0-12 marks)

Likely to be short answers (under 200 words) 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.

2734 Critical Research Study

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 Presentation (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

Preliminary Questions

- Is the specific area of study [micro research] appropriate to the overall topic [macro research]?
- Are the notes appropriate?

Questions to ask of the research [Question1]

1. Has the candidate considered both primary and secondary research methods?
2. What primary methods have been considered?
 - Interviews
 - Focus groups
 - Questionnaires
 - Letters, emails, phone calls
 - Remote discussions [e.g. Internet]
 - Textual analysis.
3. What secondary methods have been considered?
 - 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? [e.g. logistics]

6. Is there reflection upon and evaluation of the methods used?
7. Is there clear evaluation of the sources themselves?

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 still 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.

Where a specific number of research methods likely to be considered is referred to this is only part of the criteria for the Level concerned. For example in Level 3 29-35 marks could be awarded with fewer than five methods having been considered. Similarly a candidate with a substantial number of methods considered and/or used but with simple description only and little reflection and no evaluation the mark awarded would not be more than within Level 2.

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
- focus likely to be inappropriate to topic area

LEVEL 2	Question 1
----------------	-------------------

(13-17 marks)

- minimal evidence of research
- minimal referencing
- minimal explanation of process
- no reflection on methods and/or sources
- focus may not be appropriate

(18-22 marks)

- research may have limited appropriateness
- some referencing but incomplete
- some explanation of process

- some reflection on methods
- focus may not be entirely appropriate for the topic area
- likely to be no more than three research methods considered

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

- some, but not necessarily all, research likely to be appropriate
- most referencing complete
- mainly adequate explanation of logistics of process
- some reflection on methods and sources
- focus should be appropriate to topic
- likely to be at least four research methods considered

(29-35 marks)

- much of the research appropriate
- complete referencing throughout
- clear explanation of logistics
- most methods advantages and disadvantages explained
- some sources evaluated
- clear understanding of relevance of topic
- likely to be at least five research methods considered

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

- research mostly appropriate
- complete and accurate referencing
- clear explanation of logistics of process
- full evaluation of methods
- most sources evaluated
- most points well supported by reference to specific examples
- wide range of primary and secondary research methods considered

(41-45 marks)

Comprehensive and appropriate range of research methods and clear evaluation of sources, 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)**

- mostly 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 Presentation (Question 2)

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

2735 Media Issues and Debates

Candidates answer three questions, one from each section.

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

- 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.

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****How well are music lovers served by television?**

The following issues may be referred to by candidates:

- Music genre channels
- Coverage of live music events
- Production of music programmes broadcast on uk television
- Minority programmes
- Audience ratings
- Audience pleasures, gratifications
- Television station remit.

Question 2

“Music is light entertainment. Viewers don’t want anything live, or intellectually demanding. Just pop videos on demand. The video channels have got it right.”
Discuss this view.

The following issues may be referred to by candidates:

- Selection of music programmes
- Audience reception theories
- Role of television
- Scheduling
- Visual appeal
- Artistic value
- Public service remit.

Question 3

‘News, in whatever form, must be reported with due accuracy and presented with due impartiality.’ (Ofcom Code of Practice for Broadcasters.)

To what extent do you agree that broadcast news and/or current affairs programmes are impartial?

The following issues may be referred to by candidates:

- Ofcom Codes
- PSB ethic
- News selection
- News values
- Ratings and audience
- Infotainment
- Competition with other channels and media (internet/radio/press).

Question 4

Discuss the view that news and/or current affairs programmes should be broadcast at peak viewing and listening times regardless of audience ratings.

The following issues may be referred to by candidates:

- Infotainment and populism
- Audience ratings
- News selection
- Scheduling strategies
- Public service remit
- Ofcom code of practice for broadcasters
- Commercial pressures
- Ethical issues.

Question 5

What are the factors that have enabled radio and/or television broadcasting to succeed in recent years?

The following issues may be referred to by candidates:

- Competition
- Technological advances
- Mass audiences
- Consumerism
- Broadcasting acts, statutory factors
- Deregulation.

Question 6

“They’ve never had it so good.”

To what extent does this view apply to television and/or radio audiences in today’s society?

The following issues may be referred to by candidates:

- Advanced and improved technology and production values
- Deregulation
- Channel proliferation
- Audience ratings
- Uses and gratifications issues and theories
- Plurality of views and styles
- Constraints imposed by market economy ethic.

SECTION B – FILM**Question 7**

To what extent is the British Film Industry influenced by films produced in the USA?

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
- Multiplexes
- Stars and star system
- Promotion, advertising.

Question 8

“British film makers have been guilty of producing a string of films no one wants to watch.” (film maker Alan Parker).

Discuss this view.

The following issues may be referred to by candidates:

- National identity and film
- Audience choice
- Audience figures
- Multiplex domination
- Auteurism
- Case study successes and failures.

Question 9

Discuss the extent to which the boundaries that used to separate film genres are being eroded and broken down.

The following issues may be referred to by candidates:

- Generic conventions
- Case studies demonstrating ability to adapt and develop
- Hybrid, cross genre films
- Prequel/sequel
- Audience expectations
- Industry expectations
- Increasing media audience sophistication.

Question 10

“When you make a film, you take a huge risk with money. You’ve got to have some guarantee that the audience is going to like what you are making.”

To what extent does this observation explain the film industry’s reliance on genre films?

The following issues may be referred to by candidates:

- Financial constraints in film industry
- Competition
- Distribution, exhibition, promotion issues
- Adherence to and subversion of generic conventions
- Audience expectation and pleasures
- Sub-genres, hybrids
- Predictability versus freshness
- Increasing media audience sophistication.

Question 11

“Adults should, as far as possible, be free to choose what they see, providing that it remains within the law and is not potentially harmful to society.” (BBFC code).

To what extent do you agree with this policy?

The following issues may be referred to by candidates:

- Role of film
- Role of censors
- BBFC
- Statutory requirements
- Pressure groups
- Case studies
- Effects theories
- Vulnerability of adult groups, children, minorities.

Question 12

What factors should be considered by organisations that are given the power to censor or classify films?

The following issues may be referred to by candidates:

- Role of film
- Role of censors
- Artistic integrity of film
- Vulnerability of various groups/individuals
- BBFC
- The law
- Pressure groups
- Case studies, well-known cases
- Effects theories.

SECTION C – PRINT**Question 13**

“The magazine industry’s obsession with sex and celebrity gives a distorted representation of society.”

Discuss this view.

The following issues may be referred to by candidates:

- Populism
- Audience targeting
- Stereotyping
- Consumerism
- Mass marketing
- Representation.

Question 14

To what extent does the magazine industry make a useful contribution to society?

The following issues may be referred to by candidates:

- Proliferation of titles
- Audience reach
- Remit of magazines, public service versus commercialism
- Uses and gratifications
- Consumerism
- Sales figures, ABC figures
- Advertising revenue and cover prices.

Question 15

“Our decision to become a free newspaper is a response to the continuing erosion of circulation.”

Apart from free distribution, what else can local newspapers do to survive?

The following issues may be referred to by candidates:

- Discussion of constraints and competition faced by local newspapers
- Investigative campaigning role
- Platform for local issues
- Technological developments
- Financial factors such as advertising strategies
- Promotional strategies
- Ownership.

Question 16

Discuss the view that local newspapers are still a valuable asset to their community.

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
- Public perception of news
- Community news
- Local campaigns
- Role of journalists.

Question 17

How, and how well, is the British Press currently regulated?

The following issues may be referred to by candidates:

- Role and function of PCC
- Legislation
- Free press, open democracy
- Self regulation versus statutory constraints
- Recent and current well-known cases
- Government control and watchdogs.

Question 18

“It would be nice to allow the press to be free. But everyone knows that journalists cannot be trusted. They feed on gossip; they interfere in private lives, and their sole purpose is to make money.”

Discuss this view.

The following issues may be referred to by candidates:

- Recent and relevant privacy case studies
- Role of journalists and press
- 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.

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.

Grade Thresholds

Advanced GCE (Subject) (Aggregation Code(s))
January 2008 Examination Series

Unit Threshold Marks

Unit		Maximum Mark	A	B	C	D	E	U
2730	Raw	120	98	88	79	70	61	0
	UMS	120	96	84	72	60	48	0
2731	Raw	90	69	62	55	49	43	0
	UMS	90	72	63	54	45	36	0
2732	Raw	90	71	64	57	50	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	69	62	55	48	41	0
	UMS	90	72	63	54	45	36	0
2735	Raw	90	70	62	55	48	41	0
	UMS	90	72	63	54	45	36	0
	UMS							

Specification Aggregation Results

Overall threshold marks in UMS (ie 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	9.8	34.4	66.8	90.5	100.0	100.0	415
7860	7.8	39.0	71.4	97.4	100.0	100.0	96

512 candidates aggregated this series

For a description of how UMS marks are calculated see:

http://www.ocr.org.uk/learners/ums_results.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

14 – 19 Qualifications (General)

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@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 2008

