

## **Media Studies**

Advanced GCE A2 H540

Advanced Subsidiary GCE AS H140

### **Mark Schemes on the Units**

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**January 2010**

**H140/H540/MS/10J**

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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.

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**Advanced Subsidiary GCE Media Studies (H140)**

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## G322 Key Media Concepts (TV Drama)

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>Hotel Babylon</b>, Series 1 Episode 5, written by Adrian Hodges, dir. Jamie Payne</p> <p><b>Discuss the ways in which the extract constructs representation of ethnicity 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>	[50]

Question Number	Answer	Max Mark
1 cont	<p><b>Editing</b></p> <ul style="list-style-type: none"> <li>Includes transition of image and sound – continuity and non-continuity systems</li> <li>Cutting: shot/reverse shot, eyeline 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 brief response (under one and a half sides of answer booklet).</li> </ul> <p><u>Use of examples</u> (0-7 marks)</p> <ul style="list-style-type: none"> <li>Offers minimal 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
1 cont	<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
1 cont	<p><b>Level 4</b></p> <p><u>Explanation/analysis/argument</u> (16-20 marks)</p> <ul style="list-style-type: none"> <li>• Shows excellent understanding of the task</li> <li>• Excellent knowledge and understanding of the way that technical aspects are used to construct the extract's representations</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>“Media production is dominated by global institutions, which sell their products and services to national audiences”. To what extent do you agree with this statement?</b></p> <p><b>Candidate focus on one of the following media areas, though they may make reference to other media areas, which they have studied:</b></p> <ul style="list-style-type: none"> <li>• <b>Film</b></li> <li>• <b>Music</b></li> <li>• <b>Newspapers</b></li> <li>• <b>Radio</b></li> <li>• <b>Magazines</b></li> <li>• <b>Video Games</b></li> </ul> <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 constructed for specific audiences</li> <li>• Distribution and marketing strategies to raise audience awareness of specific products or types of products</li> </ul>	<b>[50]</b>

Question Number	Answer	Max Mark
2	<ul style="list-style-type: none"> <li>• The use of new technology to facilitate more accurate targeting of specific audiences</li> <li>• Audience strategies in facilitating or challenging institutional practices</li> </ul> <p>Candidates should be given credit for their knowledge and understanding, illustrated through case study material, in any of these areas; there is no requirement that they should all be covered equally. Examiners should also be prepared to allow points, examples and arguments that have not been considered if they are relevant and justified.</p> <p><b>Topic Headings – these are general issues which may be raised by the question set.</b></p> <p><b>Film</b> 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> 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> <p><b>Newspapers</b> 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> 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> 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>	

Question Number	Answer	Max Mark
2	<p><b>Video games</b>  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. 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> <li>• Minimal argument evident, with little reference to case study material</li> <li>• Of minimal relevance to set question or a brief response (under one and a half sides of answer booklet).</li> </ul> <p><u>Use of examples</u> (0-7 marks)</p> <ul style="list-style-type: none"> <li>• Offers minimal use of case study material</li> <li>• Offers a limited range of (or inappropriate) examples</li> <li>• Offers examples of minimal relevance to set question.</li> </ul> <p><u>Use of terminology</u> (0-3 marks)</p> <ul style="list-style-type: none"> <li>• Minimal or frequently inaccurate use of appropriate terminology.</li> </ul> <p>Some simple ideas have been expressed. There will be some errors of 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/or own experience</li> <li>• Offers examples of some relevance to the set question.</li> </ul>	

Question Number	Answer	Max Mark
2	<p data-bbox="327 241 1316 275"><u>Use of terminology</u> (4-5 marks)</p> <ul data-bbox="327 280 1316 313" style="list-style-type: none"><li data-bbox="327 280 1316 313">• Some terminology used, although there may be some inaccuracies.</li></ul> <p data-bbox="327 347 1316 448">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>	

Question Number	Answer	Max Mark
2	<p><b>Level 3</b></p> <p><u>Explanation/analysis/argument</u> (12-15 marks)</p> <ul style="list-style-type: none"> <li>• Shows proficient understanding of the task</li> <li>• Proficient knowledge and understanding of institutional/audience practices – factual knowledge is mostly accurate</li> <li>• Some developed argument, supported by reference to case study material</li> <li>• Mostly relevant to set question.</li> </ul> <p><u>Use of examples</u> (12-15 marks)</p> <ul style="list-style-type: none"> <li>• Offers consistent evidence from case study material</li> <li>• Offers a range of examples from case study and/or 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>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> <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 from case study and/or 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>	

## G323 Key Media Concepts (Radio Drama)

<b>Question Number</b>	<b>Answer</b>	<b>Mark</b>
1	<p>The purpose of these units is firstly to assess candidates' media textual analysis skills and their understanding of the concept of representation using a short unheard audio extract ( AO1 and AO2), secondly to assess candidates' knowledge and understanding of media institutions and their production processes, distribution strategies, use of technologies and related issues concerning audience reception and consumption of media texts (AO1 and AO2).</p> <p><b>Section A: Textual Analysis and Representation (Audio extract).</b></p> <p>Extract: <b>Fear on Four: Playing God</b>, broadcast on BBC 7, 6.30pm, Saturday 2<sup>nd</sup> August.</p> <p>Discuss the ways in which the extract constructs representations of <b>class and status</b> using the following:</p> <ul style="list-style-type: none"> <li>• Speech</li> <li>• Music</li> <li>• Sound effects</li> <li>• Editing.</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 audio-radio medium, in relation to the unheard audio extract, as appropriate to the genre and the extract specified, in order to discuss the sequence's representation of individuals, groups, events or places:</p> <p><b>Speech</b></p> <ul style="list-style-type: none"> <li>• Accent, tone of the voice, expression of personality, mode of address/direct address, voiceover, contribution to dialogue, use of dialogue, rhythm and cadence in speech/speed of the speech and use of silence.</li> </ul> <p><b>Music</b></p> <ul style="list-style-type: none"> <li>• Use of soundtrack, incidental music, theme tune, stings and jingles, ambient sound, contrapuntual sound, mood/stylisation.</li> </ul>	(50)

<b>Question Number</b>	<b>Answer</b>	<b>Mark</b>
	<p><b>Sound effects</b></p> <ul style="list-style-type: none"> <li>Diegetic and non-diegetic sound, sound mixing, sound motif, radio ident, use of sound effects as indexical signifiers.</li> </ul> <p><b>Editing</b></p> <ul style="list-style-type: none"> <li>Pacing of show, sound levels, use of silence, continuity, post-production effects, transitions.</li> </ul> <p>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 brief response (under one and a half sides of answer booklet).</li> </ul> <p><u>Use of examples</u> (0-7 marks)</p> <ul style="list-style-type: none"> <li>Offers minimal 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 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 understanding, of the way that technical aspects are used to construct the extracts representations</li> <li>Some relevance to set question.</li> </ul>	

<b>Question Number</b>	<b>Answer</b>	<b>Mark</b>
	<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>	

Question Number	Answer	Mark
2	<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> <p><b>Level 4</b></p> <p><u>Explanation/analysis/argument</u> (16-20 marks)</p> <ul style="list-style-type: none"> <li>• Shows excellent understanding of the task</li> <li>• Excellent knowledge and understanding of the way that technical aspects are used to construct the extract's representations</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	Mark
2	<p><b>Section B: Institutions and Audiences</b></p> <p>“Media production is dominated by global institutions, which sell their products and services to national audiences”. To what extent do you agree with this statement?</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 constructed for specific audiences</li> <li>• Distribution and marketing strategies to raise audience awareness of specific products or types of products</li> <li>• The use of new technology to facilitate more accurate targeting of specific audiences</li> <li>• Audience strategies in facilitating or challenging institutional practices.</li> </ul> <p>Candidates should be given credit for their knowledge and understanding, illustrated through case study material, in any of these areas; there is no requirement that they should all be covered equally. Examiners should also be prepared to allow points, examples and arguments that have not been considered if they are relevant and justified.</p> <p><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)

<b>Question Number</b>	<b>Answer</b>	<b>Mark</b>
	<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>	

Question Number	Answer	Mark
	<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> <li>• Minimal argument evident, with little reference to case study material</li> <li>• Of minimal relevance to set question or a brief response (under one and a half sides of answer booklet).</li> </ul> <p><u>Use of examples</u> (0-7 marks)</p> <ul style="list-style-type: none"> <li>• Offers minimal use of case study material</li> <li>• Offers a limited range of or inappropriate examples</li> <li>• Offers examples of minimal relevance to set question.</li> </ul> <p><u>Use of terminology</u> (0-3 marks)</p> <ul style="list-style-type: none"> <li>• Minimal or frequently inaccurate use of appropriate terminology.</li> </ul> <p>Some simple ideas have been expressed. There will be some errors of 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>	

Question Number	Answer	Mark
	<p><b>Level 3</b></p> <p><u>Explanation/analysis/argument</u> (12-15 marks)</p> <ul style="list-style-type: none"> <li>• Shows proficient understanding of the task</li> <li>• Proficient knowledge and understanding of institutional/audience practices – factual knowledge is mostly accurate</li> <li>• Some developed argument, supported by reference to case study material</li> <li>• Mostly relevant to set question.</li> </ul> <p><u>Use of examples</u> (12-15 marks)</p> <ul style="list-style-type: none"> <li>• Offers consistent evidence from case study material</li> <li>• Offers a range of examples from case study and own experience</li> <li>• Offers examples which are mostly relevant to the set question.</li> </ul> <p><u>Use of terminology</u> (6-7 marks)</p> <ul style="list-style-type: none"> <li>• Use of terminology is mostly accurate.</li> </ul> <p>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> <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 from case study and/or 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>	

# G325: Critical Perspectives in Media

## Section A: Theoretical Evaluation of Production

- 1 (a) Describe how you developed research and planning skills for media production and evaluate how these skills contributed to creative decision making. Refer to a range of examples in your answer to show how these skills developed over time. [25]

Candidates will need to refer to their work for the Foundation Portfolio **and** Advanced Portfolio. Additionally, they *may* make reference to other media production work but this is **strictly** optional.

- Explanation/analysis/argument (10 marks)
- Use of examples (10 marks)
- Use of terminology (5 marks).

### Level 1

#### Explanation/analysis/argument (0-3 marks)

The answer is descriptive and may offer limited clarity. There is little, if any, evaluation of progress.

#### Use of examples (0-3 marks)

Examples are partly relevant and their significance in relation to creative decisions and outcomes is partly clear.

#### Use of terminology (0-1 marks)

The answer offers minimal use of relevant media terminology.

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.

### Level 2

#### Explanation/analysis/argument (4-5 marks)

Candidates offer a mostly clear, partly relevant and narrow range of examples of research and planning and the importance of the examples in relation to creative decisions. The account of progress made is limited.

#### Use of examples (4-5 marks)

Examples are described with some discussion of their significance in relation to creative decisions and outcomes.

#### Use of terminology (2 marks)

The answer makes basic use of relevant media terminology.

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.

**Level 3**Explanation/analysis/argument (6-7 marks)

There is some sense of progression and of how examples have been selected, and some useful descriptions of research and planning. Progress made is described and evaluated with clarity.

Use of examples (6-7 marks)

Candidates offer a mostly clear, mostly relevant and reasonable range of examples of research and planning in relation to creative decisions and outcomes.

Use of terminology (3 marks)

The answer makes proficient use of media terminology throughout, with research, planning and production terms handled very well.

Relatively 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.

**Level 4**Explanation/analysis/argument (8-10 marks)

There is a clear sense of progression and of how examples have been selected, and a range of articulate reflections on research and planning. There is a fluent evaluation of progress made over time.

Use of examples (8-10 marks)

Candidates offer a broad range of specific, relevant and clear examples of research and planning in relation to creative decisions and outcomes.

Use of terminology (5 marks)

The use of media terminology and research, planning and production terms is excellent.

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.

In question 1(b) you need to choose one of your media productions to write about.

**1 (b) Analyse media representation in one of your coursework productions. [25]**

Candidates will need to choose **one** production from **either** Foundation Portfolio **or** Advanced Portfolio.

- Explanation/analysis/argument (10 marks)
- Use of examples (10 marks)
- Use of terminology (5 marks).

Examiners are reminded that candidates are asked to relate a media production to a theoretical concept and they are at liberty to **either** apply the concept to their production **or** explain how the concept is *not* useful in relation to their production.

**Level 1**Explanation/analysis/argument (0-3 marks)

Candidates at this level attempt to relate the production to the basic concept of representation, with limited clarity. The account may be incomplete or be only partly convincing.

Use of examples (0-3 marks)

Very few, if any, examples are offered from the chosen production.

Use of terminology (0-1 marks)

The answer offers minimal use of relevant basic conceptual terms.

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.

**Level 2**Explanation/analysis/argument (4-5 marks)

Candidates offer a mainly descriptive, basic account of how their production can be understood in the basic theoretical context of representation.

Use of examples (4-5 marks)

A narrow range of examples are described, of which some are relevant.

Use of terminology (2 marks)

The answer makes basic use of relevant conceptual terms.

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.

**Level 3**Explanation/analysis/argument (6-7marks)

Candidates demonstrate the ability to relate their own creative outcomes to some ideas about media representation drawn from relevant media theory.

Use of examples (6-7 marks)

Some relevant and convincing examples from the production are offered and these are handled proficiently.

Use of terminology (3 marks)

The answer makes proficient use of relevant conceptual language.

Relatively 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.

**Level 4**Explanation/analysis/argument (8-10 marks)

Candidates demonstrate a clear understanding of representation and relevant media theory and can relate concepts articulately to the production outcome, describing specific elements in relation to theoretical ideas about how media texts represent the world and social life.

Use of examples (8-10 marks)

Candidates offer a broad range of specific, relevant, interesting and clear examples of how their product can be understood in relation to relevant theories of representation.

Use of terminology (4-5 marks)

The use of conceptual language is excellent.

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.

**Section A Total – 50 marks.****Section B Contemporary Media Issues****Content Guidance**

Examiners should expect a great deal of variety in texts, case studies, theories and debates selected for inclusion in their answers for each theme. For example, students writing about Media and Collective Identity might offer responses that range from representations of British people in film and television to a comparison of how the audience itself is constructed by two examples from two media to a discussion of how Facebook brings together groups of people for the purpose of advertising. The same level of breadth and diversity is expected for all of the six themes.

The content guidance from the specification is reproduced here as a framework for examiners:

**Contemporary Media Regulation**

- What is the nature of contemporary media regulation compared with previous practices?
- What are the arguments for and against specific forms of contemporary media regulation?
- How effective are regulatory practices?
- What are the wider social issues relating to media regulation?

Candidates might explore combinations of:

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.

**Global Media**

- What kinds of media are increasingly global in terms of production and distribution?
- How have global media developed, in historical terms, and how inclusive is this trend in reality?
- What kinds of audience behaviour and consumption are increasingly global?
- What are the arguments for and against global media, in relation to content, access, representation and identity?

Candidates might explore combinations of any two media in relation to the above prompts. Examples are film and debates around cultural imperialism, television and national versus 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.

**Media and Collective Identity**

- How do the contemporary media represent nations, regions and ethnic/social/collective groups of people in different ways?
- How does contemporary representation compare to previous time periods?
- What are the social implications of different media representations of groups of people?
- To what extent is human identity increasingly 'mediated'?

Candidates might explore combinations of any media representation across two media, or two different representations across two media. Some examples are: National cinema, television representations, magazines and gender, representations of youth and youth culture, post-9/11 representations of Islam, absence/presence of people with disability in two media.

**Media in the Online Age**

- How have online media developed?
- What has been the impact of the internet on media production?
- How is consumer behaviour and audience response transformed by online media, in relation to the past?
- To what extent has convergence transformed the media?

Candidates might explore combinations of any two media, considering how each (or the two in converged forms) can be analysed from the above prompts. 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.

**Postmodern Media**

- What are the different versions of post-modernism (historical period, style, theoretical approach)?
- What are the arguments for and against understanding some forms of media as post-modern?
- How do post-modern media texts challenge traditional text-reader relations and the concept of representation?
- In what ways do media audiences and industries operate differently in a post-modern world?

Candidates might explore combinations of:

How post-modern media relate to genre and narrative across two media, computer/video games and new forms of representation, post-modern cinema, interactive media, reality TV, music video, advertising, post-modern audience theories, aspects of globalisation, parody and pastiche in media texts or a range of other applications of post-modern media theory.

### **'We Media' and Democracy**

- What are 'We Media'?
- Where/how has 'We Media' emerged?
- In what way are the contemporary media more democratic than before?
- In what ways are the contemporary media less democratic than before?

Candidates might explore combinations of any two media in relation to the above prompts. Starting from Gillmoor's definition, all media that are 'homegrown', local, organic and potentially counter-cultural can be studied for this topic, as long as two media (eg web-logging and digital film uploading and sharing) are studied.

2-13: Generic mark scheme – applies to all questions from 2 to 13.

- Explanation/analysis/argument (20 marks)
- Use of examples (20 marks)
- Use of terminology (10 marks)

### **Level 1**

#### Explanation/analysis/argument (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.

#### Use of examples (0-7 marks)

A narrow range of examples related to texts, industries or audiences is offered. Inclusion of history and/or the future may be missing.

#### Use of terminology (0-3 marks)

Contemporary media theory is either absent or evident to a minimal degree.

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.

### **Level 2**

#### Explanation/analysis/argument (8-11 marks)

Candidates offer a response to the topic area with limited ability to adapt to the specific requirements of the chosen question. A partially coherent, basic argument is presented.

#### Use of examples (8-11 marks)

The answer offers some examples of theories, industry knowledge and/or texts and debates, with some basic evidence of an attempt to connect these elements. Inclusion of history and/or the future is limited.

#### Use of terminology (4-5 marks)

Some of the material presented is informed by contemporary media theory, articulated through a basic use of theoretical terms.

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.

### Level 3

#### Explanation/analysis/argument (12-15 marks)

Candidates adapt their learning to the specific requirements of the chosen 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.

#### Use of examples (12-15 marks)

Examples of theories, texts and industry knowledge are connected together in places, and a clear argument is proficiently developed in response to the question. History and the future are discussed with relevance.

#### Use of terminology (6-7 marks)

Material presented is mostly informed by contemporary media theory, articulated through use of appropriate theoretical terms.

Relatively 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.

### Level 4

#### Explanation/analysis/argument (16-20 marks)

Candidates adapt their learning to the specific requirements of the chosen question in excellent fashion and make connections in order to present a coherent argument. The answer offers a clear, fluent balance of media theories and knowledge of industries and texts and informed personal engagement with issues and debates.

#### Use of examples (16-20 marks)

Examples of theories, texts and industry knowledge are clearly connected together in the answer. History and the future are integrated into the discussion with conviction.

#### Use of terminology (8-10 marks)

Throughout the answer, material presented is informed by contemporary media theory and the command of the appropriate conceptual and theoretical language is excellent.

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.

Note to examiners – the generic mark scheme above for questions 2-13 will be the same for every examination. The indicative content for each topic area provided in the Specimen Assessment material was produced to offer guidance for centres, and is **not** for use in marking scripts. Guidance for each topic will be provided at the standardisation meeting for each assessment session.

**Section B total – 50 marks.**

**Total – 100 marks.**

# Grade Thresholds

Advanced GCE Media Studies H140 H540  
January 2010 Examination Series

## Unit Threshold Marks

Unit		Maximum Mark	A	B	C	D	E	U
G321	Raw	100	79	69	59	49	40	0
	UMS	100	80	70	60	50	40	0
G322	Raw	100	75	67	59	52	45	0
	UMS	100	80	70	60	50	40	0
G323	Raw	100	75	67	59	52	45	0
	UMS	100	80	70	60	50	40	0
G324	Raw	100	82	71	61	51	41	0
	UMS	100	80	70	60	50	40	0
G325	Raw	100	78	68	59	50	41	0
	UMS	100	80	70	60	50	40	0

## 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
<b>H140</b>	200	160	140	120	100	80	0

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

	A	B	C	D	E	U	Total Number of Candidates
<b>H140</b>	6.3	26.5	58.1	85.8	97.7	100	807

Aggregation for A2 H540 was not available in the first series.

For a description of how UMS marks are calculated see:

[http://www.ocr.org.uk/learners/ums\\_results.html](http://www.ocr.org.uk/learners/ums_results.html)

Statistics are correct at the time of publication.

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