

## **Media Studies**

Advanced GCE **2734**

Critical Research Study

### **Mark Scheme for June 2010**

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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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Any enquiries about publications should be addressed to:

OCR Publications  
PO Box 5050  
Annesley  
NOTTINGHAM  
NG15 0DL

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

### 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 [eg 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? [eg 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.

**Topic 1****Advertising**

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

**Topic 2****Children and the Media**

Research into the relationship between children and the media as subjects of media representations and/or as consumers of the media. ["Children" to mean up to and including age 15]. Targeting and use of children in media products. Representations of childhood and gender. Academic perspectives. The media as educative. Research into effects theories in relation to children and the media. Children as participants in media productions. Views of parents, teachers and children on the media and childhood. Children's reception of media texts. Media to include television, film, radio, magazines, comics, newspapers, video games and internet.

**Topic 3****Community Radio**

The relationships between radio stations and their communities. [local radio stations, commercial and publicly funded or niche radio programmes]. Functions and roles of community radio, including public service broadcasting and local radio (public and/or commercial). The needs of community/community identity. Public access. Community radio as balance for London-centric broadcasting hegemony. Candidates are encouraged to use a specific example of community radio as a case study.

**Topic 4****Crime and the Media**

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

**Topic 5****Politics and the Media**

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

**Topic 6****Sport and the Media**

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

**Topic 7****Television Drama**

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

**Topic 8****Women and Film**

Research into the relationships between female filmmakers and the industry as well as between their films and their spectators and/or female spectatorship of film. [Filmmaker is defined here as director, actor, producer, screenwriter or other personnel for example editor, production designer, director of photography]. Gender issues such as equality of opportunity for women filmmakers in the industry. Issues of gender representation in films. Feminist critical perspectives. Popular criticism. Audience reception. Candidates may draw on examples of films classed as 'feminist films. Films made for female audiences and films made by women as well as female responses to other films.

**Topic 9****World Cinema**

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



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

**OCR Customer Contact Centre**

**14 – 19 Qualifications (General)**

Telephone: 01223 553998

Facsimile: 01223 552627

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

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

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