GCE

Media Studies

Advanced GCE **G325**

Critical Perspectives in Media

Mark Scheme for June 2010

Annotation of Scripts in Media Studies

Each script might be seen by a variety of personnel at different stages of the assessment process:
- an Assistant Examiner
- a Team Leader
- the OCR Assessment Administration Team
- the OCR Awarding Committee and Marking Review (comprising variously the Chief Examiner, team of Principal Examiners/Moderators, the Qualification Manager)
- the OCR Results Enquiries team
- the Centre, teacher/lecturer and possibly the candidate him/herself.

Therefore, it is vital that all Assistant Examiners follow the same procedure for script annotation. It must be clear to anyone who looks at the script how its final mark has been awarded.

SHORT WORK

Short work is that which is under one side of writing for an essay length question (unfinished either due to time or lack of knowledge) and should be clearly identified by writing 'short work' at the end of an answer and next to the grid on the front of the answer booklet by the relevant question number.

SCRIPTS MUST BE MARKED IN RED INK

Required/Optional	Annotation	Example (if appropriate)
In the script:		
Required	On every page **a tick** to indicate it has been marked. Cross through blank pages.	✔
Required (for G322/3/5)	At the end of each answer before the final ringed mark an un-ringed total for each of the three areas of the mark scheme	**Explanation, Analysis and Argument** **e.g. EAA 20** **Examples** **e.g. EG 20** **Terminology** **e.g. TERM 10**
Required	At the end of each answer: The **numerical mark** awarded – <u>this must be ringed</u>	**e.g.** (50)
Optional	**Marginal annotation** (in the left hand margin) to identify specific features of an answer which may affect your final assessment of its quality: **?** to indicate lack of clarity or confusion **Λ** to indicate omission (of information deemed necessary, of development of a point or an example which would attain more marks) ✔ ✔ to indicate particularly good points **xx** to indicate factual error or a lack of significance to answer/relevance to question **Comments** should be limited to key words from the mark scheme, both positive and negative	**?** **Λ** ✔ ✔ **xx**
On the front page of each script:		
Required in the grid **Required in the grid**	**In the grid:** Total marks awarded for each question Overall total *****Ensure total is transferred to MS2 accurately*****	<table><tr><td>**Question number**</td><td>**Mark**</td></tr><tr><td>**1a**</td><td>**20**</td></tr><tr><td>**1b**</td><td>**20**</td></tr><tr><td>**2**</td><td>**40**</td></tr><tr><td>**Total**</td><td>**80**</td></tr></table>
Required	Your examiner initials clearly in top box	**For examiner's use** **Examiner's initials** **JG**

Section A: Theoretical Evaluation of Production

1(a) Describe the ways in which your production work was informed by research into real media texts and how your ability to use such research for production 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)
Candidates are able to describe minimal features of research into real media texts in relation to production outcomes.

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 and partly relevant description of features of real media texts. There is limited evaluation of progress.

Use of examples (4-5 marks)
A narrow range of examples from research are described with some relevant discussion of their significance in relation to 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 analysis and progress is described with clarity.

Use of examples (6-7 marks)
Candidates offer a reasonable range of examples from research into real media texts in relation to the process and outcomes of production.

Use of terminology (3 marks)
The answer makes proficient use of media terminology throughout, with conceptual language 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 range of articulate reflections on the relationship between research into real media texts and the candidate's own productions. There is a fluent account of progress.

Use of examples (8-10 marks)
Candidates offer a broad range of specific, relevant and clear examples for research into real media texts in relation to the process and production outcomes.

Use of terminology (4-5 marks)
The use of media terminology and 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.

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

1(b)   Analyse one of your coursework productions in relation to genre.   [25]

Candidates will need to choose **one coursework** production.

- 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 concept of genre, 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 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 theoretical context of genre.

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 (6-7 marks)
Candidates demonstrate the ability to relate their own creative outcomes to some ideas about genre drawn from 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 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 genre and can relate concepts articulately to the production outcome, describing specific elements in relation to theoretical ideas about how media texts are produced, distributed and exchanged according to generic categories.

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 theories of genre.

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

Candidates might explore combinations of:
How postmodern media relate to genre and narrative across two media, computer/video games and new forms of representation, postmodern cinema, interactive media, reality TV, music video, advertising, postmodern audience theories, aspects of globalisation, parody and pastiche in media texts or a range of other applications of postmodern 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.

Contemporary Media Regulation

2   **To what extent is contemporary media regulation more or less effective than in previous times?**   **[50]**

3   **Discuss the need for media regulation.**   **[50]**

Global Media

4   **What impact does the increase in global media have on media production?**   **[50]**

5   **Discuss the positive and negative effects of globalisation of the media.**   **[50]**

Media and Collective Identity

6   **With reference to anyone group of people that you have studied, discuss how their identity has been 'mediated'.**   **[50]**

7   **"Media representations are complex, not simple and straightforward". How far do you agree with this statement in relation to the collective group that you have studied?**   **[50]**

Media in the Online Age

8   **"For media audiences, the internet has changed everything." Discuss.**   **[50]**

9   **Explain the extent to which online media exist alongside older methods of distribution in 2010.**   **[50]**

Postmodern Media

10   **Why are some media products described as 'postmodern'?**   **[50]**

11   **"Postmodern media blur the boundary between reality and representation". Discuss this idea with reference to media texts that you have studied.**   **[50]**

'We Media' and Democracy

12   **Assess the claim that the media is becoming more democratic.**   **[50]**

13   **What is 'we media' and what difference does it make to citizens?**   **[50]**

Section B Total [50]

Total [100]

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)

Note to examiners – online media qualifies as more than one media area.

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 or only one media area is discussed.

Use of examples (0-7 marks)
A narrow range of examples related to texts, industries or audiences is offered. Examples from one media only may be provided.

Use of terminology (0-3 marks)
Theoretical terms are either absent or articulated 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.

Use of terminology (4-5 marks)
Some of the material presented is informed by relevant 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.

Use of terminology (6-7 marks)
Material presented is mostly informed by relevant 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.

Use of terminology (8-10 marks)
Throughout the answer, material presented is informed by relevant 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.