OCR
RECOGNISING ACHIEVEMENT

GCSE

Media

General Certificate of Secondary Education **GCSE 1918**

Mark Schemes for the Components

June 2008

Any enquiries about publications should be addressed to:

CONTENTS

**General Certificate of Secondary Education
GCSE Media Studies - 1918**

MARK SCHEMES FOR THE COMPONENTS

1918/01 Textual Analysis (Foundation) (Moving Image) 1

General Guidance

The mark scheme does not provide exhaustive examples of responses and for some questions there are several right answers, so please award credit for any valid answer. Credit should always be given for answers that show imagination and insight where appropriate.

Question-specific mark scheme

1   State one example of each of the following that makes the extract fit the situation comedy genre:
   - what we can hear   **[2]**
   - where it is set   **[2]**
   - the stories   **[2]**
   - how many main characters there are.   **[2]**

   Two marks for an appropriate generic feature, such as:

   (a)   Jokes
            Light music
            Sound effects emphasising comedy

   (b)   Set in a workplace
            Set in everyday life

   (c)   Comic storylines
            Different stories for different characters
            Situations set up that are probably going to be resolved this episode

   (d)   Limited number of main characters

2   *Scrubs* tries to be a bit different. State **one unusual example** of each of the following:
   - camera movement or shots   **[4]**
   - the editing in the title sequence   **[4]**
   - the use of sound   **[4]**
   - the special effects.   **[4]**

   Two marks for accurate description of any media language and **two more marks** for picking an unusual example, for example:

   (a)   Long tracking shot of the start to the day
            'Wall POV' shot of the bird in the wreath

   (b)   Jump cuts (do not need this phrase) between different characters in same position

   (c)   JD thoughts as voiceover
            Sounds effects eg on grabbing mobile phone
            Lot of incidental/non-diegetic music

   (d)   Green infection effect

3 State how this extract might attract a young adult audience.
You may consider:
- the actors and their characters
- the stories
- the jokes
- the unusual style of the programme. **[12]**

1 - 4 marks **Description** of **one or two** of these features

5 - 8 marks Answers list **some** features with some sense, though generally **implicit**, of how they address this audience

9 - 12 marks The answer **explicitly** considers how **some** features address the audience

For example: 'the most important characters are younger' is implicit audience address, 'the most important characters are younger, which a younger audience would like' is explicit analysis

4 In this question you are asked to write about situation comedies you have studied. You may **not** use *Scrubs* as your main choice.

(a) State **three** things that situation comedies have in common, using **at least two** programmes as examples. **[12]**

1 - 2 marks Answers in this band may be hardly relevant
OR
may state **one** feature of **one** text
(minimal)

3 - 5 marks Answers in this band will state **one** similarity between the chosen texts
OR
may state **some** generic similarities **without** exemplification
OR
may state **more than one** feature of only **one** text
(basic)

6 - 8 marks Answers in this band will state **some** similarities, but with **little** textual detail
(limited)

9 - 12 marks Answers in this band will state **several** similarities and give some detail of the two texts
(competent)

(b)   State **three** ways that situation comedies try to please their audience. Use **at least one** programme as an example.   **[12]**

1 - 2 marks	Answers in this band may be hardly relevant (minimal)
3 - 5 marks	Answers in this band will state **one** pleasure of the text OR may state **one or two** generic pleasures **without** exemplification (basic)
6 - 8 marks	Answers in this band will state **two or three** pleasures of the chosen text OR may state **three** generic pleasures **without** exemplification (limited)
9 - 12 marks	Answers in this band will state **three (or more)** generic pleasures using **specific examples** from the text (competent)

Possible generic pleasures include:
- comedy (eg running jokes)
- easy to follow genre
- new variations of the genre create interest
- audience can identify with characters or situation they are in
- escapism
- familiarity (eg catchphrases)
- predictability
- most stories only last one episode - resolution
- representation of social or personal issues
- they are about recognisable everyday life: work, family, friendship
- audience can feel superior to the characters
- breaking taboos
- bringing in stars
- any other plausible pleasure.

1918/02 Textual Analysis (Higher) (Moving Image)

General Guidance

The mark scheme does not provide exhaustive examples of responses and for some questions there are several right answers, so please award credit for any valid answer. Credit should always be given for answers that show imagination and insight where appropriate.

Question-specific mark scheme

1   **(a)**   List **two** features of the extract that fit the conventions of the situation comedy genre.
                                                                           [4]

              Two marks for an appropriate generic feature.

   (b)   Briefly explain how **each** feature is typical of the situation comedy genre.   **[4]**

              Two marks per feature for an explanation of generic typicality.

2   Scrubs has some features that are unusual for a situation comedy. Pick **one** example of each of the following and explain **how** it is unusual:
- the camerawork   **[4]**
- the editing in the title sequence   **[4]**
- the soundtrack   **[4]**
- the special effects.   **[4]**

   Two marks for a relevant example, a **further two marks** for an explicit explanation of how it is unusual:

   (a)   Long tracking shot of the start to the day contrasts with conventional camerawork in many sitcoms
              'Wall POV' shot of the bird in the wreath contrasts with naturalistic camerawork in most sitcoms

   (b)   Jump cuts (do not need this phrase) between different characters in same position contrasts with conventional montage title sequences

   (c)   JD thoughts as voiceover contrasts with mostly diegetic sound in most sitcoms
              Sounds effects eg on grabbing mobile phone contrasts with naturalistic soundtrack in most sitcoms
              Lot of incidental/non-diegetic music - usually only between scenes

   (d)   Green infection effect breaks realism/naturalism of most sitcoms

3   Discuss how the extracts suggest *Scrubs* might attract a young audience.

You may consider: the characters, the casting, the script, and the overall style of the programme.   **[12]**

1 - 4 marks	Answers list **some** features of the extract with some sense, though generally **implicit**, of audience address
5 - 8 marks	The answer **explicitly** considers how **some** features address the audience
9 - 12 marks	**Clear** argument linking a **range** of elements of media language to audience address, with particular reference to addressing young adult audiences tastes

For example:
- for example: 'the most important characters are younger' is implicit audience address, ' the most important characters are younger, which a younger audience would like' is explicit analysis
- 'the extract is fast-paced, ironic comedy that a young adult audience can enjoy' is explicit reference to young adult audience tastes.

4   In this question you are asked to write about situation comedies you have studied.

You may **not** use *Scrubs* as your main choice, but you may discuss how the two programmes you have studied are similar to, or different from, *Scrubs.*

(a)   Identify **three** conventions that are commonly used in the situation comedy genre. Discuss why they are so common using two programmes as examples.   **[12]**

0 marks	No answer or no relevant points
1 - 3 marks	Answers in this band will state **some** conventions, but with **little** or **no** textual exemplification (limited)
4 - 6 marks	Answers in this band will state **three** generic conventions with **some** textual exemplification from **two** situation comedies (competent)
7 - 9 marks	Answers in this band will state **three** conventions that are common to most situation comedies and give **fairly specific** exemplification (proficient)
10 - 12 marks	Answers in this band will address the question accurately with specific exemplification and a sense of the genre as a whole (excellent)

(b) Explain **two** audience pleasures of situation comedy and show in detail how **at least two** different programmes offer these pleasures. **[12]**

1 - 3 marks	Answers may state one or two generic pleasures **without** exemplification OR State one or two pleasures of **one** text only (limited)
4 - 6 marks	Answers in this band will state **two** generic pleasures with some exemplification from **two** texts (competent)
7 - 9 marks	Answers in this band will start to explain the two generic pleasures and give fairly detailed textual examples (proficient)
10 - 12 marks	Answers in this band will explain the two pleasures with detailed exemplification (excellent)

1918/03 Textual Analysis (Foundation) (Print Option)

General Guidance

The mark scheme does not provide exhaustive examples of responses and for some questions there are several right answers, so please award credit for any valid answer. Credit should always be given for answers that show imagination and insight where appropriate.

1   This is a music magazine.

    (a)   List **two** features of the **front cover** that make it fit the music magazine genre.   **[4]**

    (b)   List **two** features of the **inside pages** that make it fit the music magazine genre.   **[4]**

    Two marks each for each appropriate feature

    For example:

    (a)   Musicians on the front cover
          Free CD
          Content of sell-lines

    (b)   Photographs of musicians
          Images of CDs
          Free CD
          Articles about bands
          Colloquial language
          Addresses fans' love of music

2   Show how *NME* magazine tries to seem lively using **one** example of each of the following:

    (a)   Page layout.   **[4]**

    (b)   Different fonts.   **[4]**

    (c)   Different colours.   **[4]**

    (d)   Photographs.   **[4]**

    Two marks for an appropriate example, **two more marks** for **any sense** of connoting liveliness for example:

    (a)   Use of oblique lines
         Cluttered layout
         Use of 'arrows'
         Use of 'torn' edging

    (b)   Mix of serif and sans serif fonts on front page
         Mix of capitals and lower case

    (c)   Clashing colours
         Use of saturated colours
         Use of neon colours

    (d)   Large number of photographs on inside pages.
         Difference in photographic style on free CD page
         Tight framing on most photographs

3   Discuss how *NME* tries to appeal to its audience.

    You may consider:
- the free CD
- the way it is written
- the overall look of the magazine.   **[12]**

    1 - 4 marks   **Description** of **one or two** features of the text

    5 - 8 marks   Answers list **some** features of the text with some sense, though generally **implicit**, of how it addresses an audience

    9 - 12 marks   The answer **explicitly** considers how **some** features of the text address an audience

For example:
'most artists in the photographs look into the camera' is implicit sense of address, whereas 'most artists in the photographs look into the camera so they treat the reader like a friend' is explicit

4 In this question you are asked to write about music magazines you have studied.
You may **not** use *NME*.

(a) State **three** things that music magazines have in common, using **at least two**
magazines as examples. **[12]**

1 - 2 marks Answers in this band may be hardly relevant
OR
May state **one** feature of **one** text
(minimal)

3 - 5 marks Answers in this band will state **one** similarity between the chosen texts
OR
May state **some** generic similarities **without** exemplification
OR
May state **more than one** feature of only **one** text
(basic)

6 - 8 marks Answers in this band will state **some** similarities, but with **little** textual
detail
(limited)

9 - 12 marks Answers in this band will state **three** similarities and give some detail
of the two texts
(competent)

(b) State **three** ways that music magazines try to please their audience. Use **at least
one** magazine as an example. **[12]**

1 - 2 marks Answers in this band may be hardly relevant
(minimal)

3 - 5 marks Answers in this band will state **one** pleasure of the text
OR
May state **one or two** generic pleasures **without** exemplification
(basic)

6 - 8 marks Answers in this band will state **two or three** pleasures of the
chosen text
OR
May state **three** generic pleasures **without** exemplification
(limited)

9 - 12 marks Answers in this band will state **three (or more)** generic pleasures
using textual exemplification from the text
(competent)

Generic pleasures may include:
- being directly addressed
- being given to – posters, competitions, free gifts, etc
- information
- familiarity
- sense of belonging to a community of readers with the same taste in music
- saying who you are by what you buy
- having your lifestyle and values supported
- humour.

1918/04 Textual Analysis (Higher) (Print Option)

General Guidance

The mark scheme does not provide exhaustive examples of responses and for some questions there are several right answers, so please award credit for any valid answer. Credit should always be given for answers that show imagination and insight where appropriate.

1   **(a)**   List **two** features of the extract that fit the conventions of the music magazine genre.

                                       [4]

                 Two marks for each of two generic features

       (b)   Briefly explain how **each** feature is typical of the music magazine genre as a whole.

                                         [4]

                 Two marks per feature for an explanation of generic typicality

2   Explain how *NME* magazine uses **one** example of each of the following to create a busy looking style:

       (a)   Page layout   **[4]**

       (b)   Fonts   **[4]**

       (c)   Colours   **[4]**

       (d)   Photographs   **[4]**

       Two marks for an appropriate example, **two more marks** for **an explicit explanation** of connoting busyness, for example:

       (a)   Use of oblique lines
                 Cluttered layout
                 Use of 'arrows'
                 Use of 'torn' edging

       (b)   Mix of serif and sans serif fonts on front page
                 Mix of capitals and lower case

       (c)   Clashing colours
                 Use of saturated colours
                 Use of neon colours

       (d)   Large number of photographs on inside pages
                 Difference in photographic style on free CD page
                 Tight framing on most photographs

3 Explain how *NME* magazine tries to address its target audiences.

You may wish to consider aspects such as: the way it is written, the way it looks and what it offers its readers. **[12]**

1 – 4 marks Answers list **some** features of the text with some sense, though generally **implicit**, of how it addresses an audience

5 – 8 marks The answer **explicitly** considers how **some** features of the text address an audience

9 – 12 marks **Clear** argument linking a **range** of elements of media language to audience address, with particular reference to addressing the NME audience tastes

For example:
'most artists in the photographs look into the camera' is implicit sense of address, whereas 'most artists in the photographs look into the camera so they treat the reader like a friend' is explicit

'the postures, framing and captions in the photographs all suggest that the audience is a serious fan with a sense of humour and so appeal to an NME audience' is particular reference to addressing NME audience tastes

4 In this question you are asked to write about music magazines you have studied.

You may **not** use *NME* as your main choice, but you may discuss how the magazines you have studied are similar to, or different from, *NME*.

(a) Identify **three** conventions that are commonly used in the music magazine genre. Discuss why they are so common using **two** magazines as examples. **[12]**

0 marks No answer or no relevant points

1 - 3 marks Answers in this band will state **some** conventions, but with **little** or **no** textual exemplification
(limited)

4 - 6 marks Answers in this band will state **three** generic conventions with **some** textual exemplification from **two** music magazines
(competent)

7 - 9 marks Answers in this band will state **three** conventions that are common to most music magazines and give **fairly specific** exemplification
(proficient)

10 - 12 marks Answers in this band will address the question accurately with specific exemplification and a sense of the genre as a whole
(excellent)

(b)   Explain **two** audience pleasures of music magazines and show in detail how **at least two** different magazines offer these pleasures.   **[12]**

0 marks	No answer or no relevant points
1 - 3 marks	Answers may state one or two generic pleasures **without** exemplification OR state one or two pleasures of **one** text only (limited)
4 - 6 marks	Answers in this band will state **two** generic pleasures with some exemplification from **two** texts (component)
7 - 9 marks	Answers in this band will start to explain the two generic pleasures and give fairly detailed textual examples (proficient)
10 - 12 marks	Answers in this band will explain the two pleasures with detailed exemplification (excellent)

Generic pleasures may include:
- being directly addressed
- being given to – posters, competitions, free gifts, etc
- information
- familiarity
- sense of belonging to a community of readers with the same taste in music
- saying who you are by what you buy
- having your lifestyle and values supported
- humour.

1918/05 Cross-Media Topics (Foundation)

General points for examiners of both tiers:

Having familiarised themselves with the mark scheme, examiners should apply it in the following way:
- read a complete answer, ticking points that are valid in the question asked, refer to the specific points in the mark scheme that accompanies each question
- reward valid points that are not included in the mark scheme
- consider the generic mark scheme (pages 3 & 11) for the appropriate tier of entry
- fit the answer into the appropriate mark level range, choosing a mark on the basis of best fit.

Examiners should note that the Levels for the tiers overlap but the Levels earn different marks that depend on the tier of entry.

Foundation Tier			
Level 1: Minimal	0-7		
Level 2: Basic	8-15	Higher Tier	
Level 3:Limited	16-23	Level 1: Limited	0-7
Level 4 Competent	24-30	Level 2: Competent:	8-15
		Level 3: Proficient	16-23
		Level 4: Excellent	24-30

The bullet points on both Foundation and Higher Tier questions are for the guidance of candidates and are not meant to be essay plans. Candidates may structure their answers around texts or in other valid ways. <u>Reward relevant and valid points as they occur even in poorly structured answers.</u>

Each question addresses a specific Assessment Objective and the relevant Assessment Objectives do not include marks for the quality of candidate's expression or essay planning. The generic mark scheme, however, includes reward for good analysis and the use of media terminology. Able candidates are more likely to structure their answer in ways that reflect good analysis and allow them to compare texts. <u>Examiners may need to reward evidence of implicit understanding and analysis in the work of many candidates</u>.

Examiners must check that the demands of the questions, which reflect the Assessment Objectives, are met. Questions 1 and 2 must cover at least two media. Questions 3 and 4 should cover one or more media but there must be reference to one contemporary and one non-contemporary text. <u>Examiners should use their discretion in determining the difference between 'contemporary' and 'non-contemporary' but</u> <u>it is suggested that there be significant enough difference between the adverts or news articles in to allow candidates to effectively reflect on the changes in media messages and values over time</u>. Teachers should have chosen texts that facilitate such exploration in candidates' responses. The same texts can be used in both Section A and Section B although the way that the texts are used should differ significantly based upon the demands of the question.

Where candidates have failed to meet the Assessment Objectives they should be assessed accordingly and a comment to that effect added at the end of the candidate's answer. In effect, candidates who cover only one medium in Section A or who do not cover either a non-contemporary or contemporary text in section B, cannot be awarded a mark beyond the Level 2 (Basic or Competent) mark range. Any paper which therefore shows a Level 3 or Level 4 quality response which has not addressed the rubric of the paper should therefore be awarded a 15.

Generic Mark Scheme
Paper 3 assesses Assessment Objectives 4 and 5

Component 5
Foundation Tier

Level 1: Minimal 0-7
Answers that demonstrate minimal knowledge and understanding of the task; they will probably miss the central point of the question and will make minimal reference to the chosen texts. The ability to analyse examples/texts, in order to demonstrate knowledge and understanding of the key conceptual aspects of media producers and audiences (AO4) and messages and values (AO5) in the chosen topics, will be minimal. The candidate's factual knowledge is mostly inaccurate at this level and answers will have little relevance to the question. Answers are not developed in any detail and are likely to be very brief, missing, incomplete or incoherent.

Level 2: Basic 8-15
Answers that demonstrate basic knowledge and understanding of the task and which demonstrate a basic knowledge of what the question demands. Answers are likely to attempt some basic reference to textual evidence from the chosen texts. The ability to analyse examples/texts, in order to demonstrate knowledge and understanding of the key conceptual aspects of media producers and audiences (AO4) and messages and values (AO5) in the chosen topics, will be limited. The candidate's factual knowledge is basically accurate and some of the answer will be relevant to the question. Answers are not developed in detail and opinions/assertions are likely to unsubstantiated by relevant examples. The candidate's responses are likely to be descriptive but may infer some knowledge and understanding. Examiners should award implicit understanding.

Level 3: Limited 16-23
Answers that demonstrate limited knowledge and understanding of the topics and a limited understanding of what the question demands; answers are substantiated by some relevant references to textual evidence. The ability to analyse examples/texts, in order to demonstrate knowledge and understanding of the key conceptual aspects of media producers and audiences (AO4) and messages and values (AO5) in the chosen topics, will be limited. The candidate's factual knowledge will be fairly accurate at this level and much of the answer will be relevant to the question. More able candidates in this mark range will offer explicit comments and some media terminology. Some ability to compare texts is evident.

Level 4: Competent 24-30
Answers that reflect a competent knowledge and understanding of the topics and a sound response to the demands of the question supported by relevant references to textual evidence. The ability to analyse examples/texts, in order to demonstrate knowledge and understanding of the key conceptual aspects of media producers and audiences (AO4) and messages and values (AO5) in the chosen topics, will be competent. The candidate's factual knowledge will be mostly accurate at this level and most of the answer will be relevant to the question. Answers are developed in some detail and opinions/assertions are substantiated by relevant examples. Candidates in this mark range will use media terminology accurately. They will demonstrate the ability to compare texts and media forms.

COMPONENT 5: FOUNDATION TIER

Cross-Media Topics
Choose **ONE** topic that you have studied.
Section A: Media Producers and Audiences
Answer either Question 1 or Question 2

Either Question 1 News

Describe the ways that different media try to make the news interesting to audiences. Make sure that you use *two or more examples* **from** *different* **media (eg television, radio, newspapers, newsreels, the Internet).**

You should:
- identify your examples
- describe your examples
- describe the target audience
- show how the producers tried to appeal to this audience.   **[30]**

Candidates <u>might</u> include the following points:
- news agenda
- gate-keeping
- the running order
- relevant news values
- methods of presentation and appeal, eg set, graphics, CGI, modes of address, use of language, headlines, presenters, locations, reporters
- the roles played by different personnel and institutions
- profiles of the target audience.

Minimal 0-7
Candidates in this mark range will largely offer irrelevant responses and will be characterised by **some** of the following aspects. They:
- describe texts, albeit incoherently
- identify relevance of their example to the question
- describe some presentational devices
- offer a very simplistic understanding of why producers choose stories and what factors influence their placement in the running order
- offer some definition of audience, albeit extremely cursory
- offer no comparison
- do not use media terminology.

Basic 8-15
Candidates in this mark range will be characterised by **most** of the following. They:
- describe texts coherently
- attempt to identify **why** their examples are relevant to the question
- describe some presentational devices coherently
- give some reasons why and how producers choose stories and what factors influence their placement in the running order
- define some aspects of audience and their interests
- offer no comparison
- do not use media terminology.

Limited 16-23
Candidates in this mark range will be characterised by **most** of the following. They:
- describe the texts coherently
- explain why their examples are relevant to the question
- describe presentational devices coherently with some sense as to how they interest audiences
- offer a general understanding of why and how producers choose stories, what factors influence their placement in the running order and how they interest audiences
- offer some definition of audience and how it might differ based upon the text
- try to offer some basic comparison between examples
- begin to use some media terms albeit at a cursory level.

Competent 24-30
Candidates in this mark range will be characterised by **most** of the following. They:
- describe the texts coherently
- explain why their examples are relevant to the question
- describe presentational devices coherently with some sense as to how they interest audiences
- offer a general understanding of how the construct of an advertisement can make a product appealing to an audience
- offer some definition of audience and how it might differ based upon the text
- compare explicitly some aspects of examples
- use media terminology with a degree of accuracy.

OR   Question 2 Advertising

Describe the ways that different media advertise products to make them more interesting to audiences. Make sure you use *two or more examples* from *different* media (eg television, radio, film, newspapers, magazines, the Internet).

You should:
- identify your examples
- describe your examples
- describe the target audience
- show how the producers attempted to appeal to their audiences.   **[30]**

Candidates <u>might</u> include the following points:
- the conventions of advertising
- the techniques of persuasion
- information concerning producers and institutions eg the role of different advertising personnel and agencies
- methods of presentation and appeal, eg graphics, CGI, images, sounds, modes of address, use of language, personalities
- profiles of the target audience

Minimal 0-7
Candidates in this mark range will largely offer irrelevant responses and will be characterised by **some** of the following aspects. They:
- describe texts, albeit incoherently
- identify relevance of their example to the question
- describe some presentational devices
- offer a <u>very</u> simplistic understanding of how the construct of an advertisement can influence an audience
- offer some definition of audience, albeit extremely cursory
- offer no comparison
- do not use media terminology.

Basic 8-15
Candidates in this mark range will be characterised by **most** of the following. They:
- describe texts coherently
- attempt to identify **why** their examples are relevant to the question
- describe some presentational devices coherently
- give some reasons explaining how the construct of an advertisement can make a product appealing to an audience
- define some aspects of audience and their interests
- offer no comparison
- do not use media terminology.

Limited 16-23

Candidates in this mark range will be characterised by **most** of the following. They:

- describe the texts coherently
- explain why their examples are relevant to the question
- describe presentational devices coherently with some sense as to how they interest audiences
- offer a general understanding of how the construct of an advertisement can make a product appealing to an audience
- offer some definition of audience and how it might differ based upon the text
- try to offer some basic comparison between examples
- begin to use some media terms albeit at a cursory level.

Competent 24-30

Candidates in this mark range will be characterised by **most** of the following. They:

- describe the texts coherently
- support their points with details that are relevant to the question
- begin to analyse presentational devices coherently with a definite sense as to how they make a product appealing to audiences
- offer understanding of how and why the construct of an advertisement can make a product appealing to an audience
- offer some definition of audience and how it might differ based upon the text
- compare explicitly some aspects of examples
- use media terminology with a degree of accuracy.

Section B: Messages and Values

Answer either Question 3 (News) or Question 4 (Advertising). Answer on the same topic that you chose in Section A

EITHER Question 3 News

Describe how *people and/or places* are represented in the news stories you have looked at. Refer in detail to *two or more examples.* Make sure that you use at least one *past* news story and one *recent* news story in your answer.

You should:
- identify your examples
- describe the representations of peoples, places, and/or events
- show what is the same and what has changed over time
- describe the messages and values in these representations.   **[30]**

Candidates <u>might</u> include the following points:
- the methods of representation, eg visual, verbal and written codes
- how these codes convey messages and values
- different interpretations of messages and values
- ideas of balance and bias
- relevant news values
- preferred readings
- how values have changed over time
- comparison and analysis of examples from different time periods.

Minimal 0-7
Candidates in this mark range will largely offer irrelevant responses although will be characterised by an attempt to consider **some** of the following aspects and:
- describe texts, albeit incoherently
- describe some aspects of the codes and conventions of different representations even if extremely implicit
- offer an extremely basic understanding that texts can communicate messages and values
- offer no comparison
- do not use media terminology.

Basic 8-15
Candidates in this mark range will be characterised by **most** of the following. They:
- describe texts coherently
- describe some aspects of the codes and conventions of different representations within texts
- appreciate the significance of messages and values communicated by a text albeit at a very cursory level
- offer no comparison
- do not use media terminology.

Limited 16-23

Candidates in this mark range will be characterised by **most** of the following. They:

- describe texts coherently
- describe the codes and conventions of different representations within texts with some explicit understanding of how they create meaning
- appreciate the significance of messages and values communicated by a text
- compare some aspects of examples
- begin to use some media terms.

Competent 24-30

Candidates in this mark range will be characterised by **most** of the following. They:

- describe texts coherently
- describe the codes and conventions of different representations within texts with explicit understanding of how they create meaning
- appreciate and begin to analyse the significance of messages and values communicated by a text with a degree of sophistication
- compare explicitly a number of aspects from examples
- use media terminology with a degree of accuracy.

Or   **Question 4 Advertising**

Describe how *people and/or products* are represented in the adverts you have looked at. Refer in detail to *two or more examples.* Make sure that you use at least one *past* advertisement and one *recent* advertisement in your answer.

You should:
- identify your examples
- describe the representations of people and/or products
- show what is the same and what has changed over time
- describe the messages and values in these representations.   **[30]**

Candidates <u>might</u> include the following points:
- the methods of representation, eg visual, verbal and written codes
- how these codes convey messages and values
- different interpretations of messages and values
- preferred readings
- how values have changed over time
- preferred reading
- comparison and analysis of examples from different time periods.

Minimal 0-7
Candidates in this mark range will largely offer irrelevant responses although will be characterised by an attempt to consider **some** of the following aspects and:
- describe texts, albeit incoherently
- describe some aspects of the codes and conventions of different representations even if extremely implicit
- offer an extremely basic understanding that texts can communicate message and values
- offer no comparison
- do not use media terminology.

Basic 8-15
Candidates in this mark range will be characterised by **most** of the following. They:
- describe texts coherently
- describe some aspects of the codes and conventions of different representations within texts
- appreciate the significance of messages and values communicated by a text albeit a very cursory level
- offer no comparison
- do not use media terminology.

Limited 16-23
Candidates in this mark range will be characterised by **most** of the following. They:
- describe texts coherently
- describe the codes and conventions of different representations within texts with some explicit understanding of how they create meaning
- appreciate the significance of messages and values communicated by a text
- compare some aspects of examples
- begin to use some media terms.

Competent 24-30
Candidates in this mark range will be characterised by **most** of the following. They:
- describe texts coherently
- describe the codes and conventions of different representations within texts with explicit understanding of how they create meaning
- appreciate and begin to analyse the significance of messages and values communicated by a text with a degree of sophistication
- compare explicitly a number of aspects from examples
- use media terminology with a degree of accuracy.

1918/06 Cross-Media Topics (Higher)

General points for examiners of both tiers:

Having familiarised themselves with the mark scheme, examiners should apply it in the following way:
- read a complete answer, ticking points that are valid in the question asked, refer to the specific points in the mark scheme that accompanies each question
- reward valid points that are not included in the mark scheme
- consider the generic mark scheme (pages 3 & 11) for the appropriate tier of entry
- fit the answer into the appropriate mark level range, choosing a mark on the basis of best fit.

Examiners should note that the Levels for the tiers overlap but the Levels earn different marks that depend on the tier of entry.

Foundation Tier			
Level 1: Minimal	0-7		
Level 2: Basic	8-15	Higher Tier	
Level 3:Limited	16-23	Level 1: Limited	0-7
Level 4 Competent	24-30	Level 2: Competent:	8-15
		Level 3: Proficient	16-23
		Level 4: Excellent	24-30

The bullet points on both Foundation and Higher Tier questions are for the guidance of candidates and are not meant to be essay plans. Candidates may structure their answers around texts or in other valid ways. <u>Reward relevant and valid points as they occur even in poorly structured answers.</u>

Each question addresses a specific Assessment Objective and the relevant Assessment Objectives do not include marks for the quality of candidate's expression or essay planning. The generic mark scheme, however, includes reward for good analysis and the use of media terminology. Able candidates are more likely to structure their answer in ways that reflect good analysis and allow them to compare texts. <u>Examiners may need to reward evidence of implicit understanding and analysis in the work of many candidates</u>.

Examiners must check that the demands of the questions, which reflect the Assessment Objectives, are met. Questions 1 and 2 must cover at least two media. Questions 3 and 4 should cover one or more media but there must be reference to one contemporary and one non-contemporary text. <u>Examiners should use their discretion in determining the difference between 'contemporary' and 'non-contemporary' but</u> <u>it is suggested that there be significant enough difference between the adverts or news articles in to allow candidates to effectively reflect on the changes in media messages and values over time</u>. Teachers should have chosen texts that facilitate such exploration in candidates' responses. The same texts can be used in both Section A and Section B although the way that the texts are used should differ significantly based upon the demands of the question.

Where candidates have failed to meet the Assessment Objectives they should be assessed accordingly and a comment to that effect added at the end of the candidate's answer. In effect, candidates who cover only one medium in Section A or who do not cover either a non-contemporary or contemporary text in section B, cannot be awarded a mark beyond the Level 2 (Basic or Competent) mark range. Any paper which therefore shows a Level 3 or Level 4 quality response which has not addressed the rubric of the paper should therefore be awarded a 15.

Generic Mark Scheme
Paper 3 assesses Assessment Objectives 4 and 5

Component 6
Higher Tier

Level 1: Limited 0-7
Answers that demonstrate limited knowledge and understanding of the topics and a limited understanding of what the question demands; answers are substantiated by some relevant references to textual evidence. The ability to analyse examples/texts, in order to demonstrate knowledge and understanding of the key conceptual aspects of media producers and audiences (AO4) and messages and values (AO5) in the chosen topics, will be limited. The candidate's factual knowledge will be fairly accurate at this level and much of the answer will be relevant to the question. More able candidates in this mark range will offer explicit comments and some media terminology. Some ability to compare texts is evident.

Level 2: Competent 8-15
Answers that reflect a competent knowledge and understanding of the topics and a sound response to the demands of the question supported by relevant references to textual evidence. The ability to analyse examples/texts, in order to demonstrate knowledge and understanding of the key conceptual aspects of media producers and audiences (AO4) and messages and values (AO5) in the chosen topics, will be competent. The candidate's factual knowledge will be mostly accurate at this level and most of the answer will be relevant to the question. Answers are developed in some detail and opinions/assertions are substantiated by relevant examples. Candidates in this mark range will use media terminology accurately. They will demonstrate the ability to compare texts and media forms.

Level 3: Proficient 16-23
Answers that proficiently develop knowledge and understanding of the topics and which demonstrate a thorough understanding of the demands of the question substantiated by detailed and relevant references to textual evidence. The ability to analyse examples/texts, in order to demonstrate knowledge and understanding of the key conceptual aspects of media producers and audiences (AO4) and messages and values (AO5) in the chosen topics, will be proficient. The candidate's factual knowledge will be accurate at this level and the answer will be relevant to the question. Arguments are developed in detail and opinions/assertions are substantiated by mostly relevant and detailed examples. Candidates in this mark range will use a range of media terminology accurately and will demonstrate the ability to compare texts and media forms.

Level 4: Excellent 24-30
Answers that reflect a thorough and detailed knowledge and understanding of the topics and which demonstrate a comprehensive understanding of the demands of the question supported with detailed and substantial textual evidence. The ability to analyse examples/texts, in order to demonstrate knowledge and understanding of the key conceptual aspects of media producers and audiences (AO4) and messages and values (AO5) in the chosen topics, will be excellent. This is a work of confidence and accuracy, standing out from others by the consistency of its argument. Candidates will use a wide range of media terminology accurately and compare media texts and effects with ease.

COMPONENT 6: HIGHER TIER

Cross-Media Topics
Choose **ONE** topic that you have studied.
Section A: Media Producers and Audiences
Answer either Question 1 or Question 2

Either Question 1 News

Compare the techniques used to present news to a specific target audience. In your answer make sure that you refer to examples from *at least two* media (eg television, radio, newspapers, newsreel, the Internet).

You should:
- identify your examples
- analyse the similarities and/or differences between your examples
- explain **how** and **why** the stories were chosen by producers
- compare the target audiences
- explain how the producers hoped to interest those audiences.   **[30]**

Candidates <u>might</u> include the following points:
- news agenda
- gate-keeping
- the running order
- relevant news values
- methods of presentation and appeal, eg set, graphics, CGI, modes of address, use of language, headlines, presenters, locations, reporters
- the roles played by different personnel and agencies
- profiles of the target audience

Limited 0-7
Candidates in this mark range will be characterised by **most** of the following. They:
- describe the texts coherently
- explain why their examples are relevant to the question
- describe presentational devices coherently with some sense as to how they interest audiences
- offer a general understanding of how the construct of an advertisement can make a product appealing to an audience
- offer some definition of audience and how it might differ based upon the text
- try to offer some basic comparison between examples
- begin to use media terms albeit at a cursory level.

Competent 8-15
Candidates in this mark range will be characterised by **most** of the following. They:
- describe the texts coherently
- explain why their examples are relevant to the question
- describe presentational devices coherently with some sense as to how they interest audiences
- offer a general understanding of how the construct of an advertisement can make a product appealing to an audience
- offer some definition of audience and how it might differ based upon the text
- compare explicitly some aspects of examples
- use media terminology with a degree of accuracy.

Proficient 16-23
Candidates in this mark range will do **most** of the following. They:
- explain the texts coherently
- develop an argument
- support their points with details that are relevant to the question
- analyse presentational devices coherently with a definite understanding as to how they interest audiences
- give reasons why producers choose stories, what factors influence their placement in the running order and how they interest audiences, implying certain news values as well as consideration of gate-keeping and agenda setting
- define different audiences explaining how they differ based upon the text
- compare examples explicitly
- use a wide range of media terminology accurately.

Excellent 24-30
Candidates in this mark range will be characterised by **most** of the following. They:
- explain the texts coherently
- structure a consistent argument
- support their points with a wide range of details that are relevant to the question
- analyse a wide variety of presentational devices coherently with a definite understanding as to how they interest audiences
- give reasons why producers choose stories, what factors influence their placement in the running order and how they interest audiences, explaining the relevance of news values, gate-keeping and agenda setting with confidence
- compare different audiences explaining how they differ based upon the text
- compare examples confidently and explicitly
- use a wide range of media terminology confidently and accurately.

OR   **Question 2 Advertising**

Compare the ways different media advertise a product or products to a specific target audience. In your answer, make sure that you refer to examples from *at least two* media (eg television, radio, print, film, the Internet).

You should:
- identify your examples
- analyse the similarities and/or differences between your examples
- explain **how** and **why** different media were used
- compare the target audiences
- explain how the producers hoped to appeal to those audiences.   **[30]**

Candidates <u>might</u> include the following points:
- the conventions of advertising
- the techniques of persuasion
- information concerning producers and institutions eg the role of different advertising personnel and agencies
- methods of presentation and appeal, eg graphics, CGI, images, sounds, modes of address, use of language, personalities
- profiles of the target audience

Limited 0-7
Candidates in this mark range will be characterised by **most** of the following. They:
- describe the texts coherently
- explain why their examples are relevant to the question
- describe presentational devices coherently with some sense as to how they interest audiences
- offer a general understanding of how the construct of an advertisement can make a product appealing to an audience
- offer some definition of audience and how it might differ based upon the text
- try to offer some basic comparison between examples
- begin to use some media terms albeit at a cursory level.

Competent 8-15
Candidates in this mark range will be characterised by **most** of the following. They:
- describe the texts coherently
- support their points with details that are relevant to the question
- begin to analyse presentational devices coherently with a definite sense as to how they make a product appealing to audiences
- offer understanding of how and why the construct of an advertisement can make a product appealing to an audience
- offer some definition of audience and how it might differ based upon the text
- compare explicitly some aspects of examples
- use media terminology with a degree of accuracy.

Proficient 16-23

Candidates in this mark range will be characterised by **most** of the following. They:

- explain the texts coherently
- develop an argument
- support their points with details that are relevant to the question
- analyse presentational devices coherently with a definite sense as to how they make a product appealing to audiences
- offer understanding of how and why the construct of an advertisement can make a product appealing to an audience
- define the different audiences and how they might differ based upon the text
- compare examples explicitly
- use a wide range of media terminology accurately.

Excellent 24-30

Candidates in this mark range will be characterised by **most** of the following. They:

- explain the texts coherently
- structure a consistent argument
- support their points with a wide range of details that are relevant to the question
- analyse a wide variety of presentational devices coherently with a definite sense as to how they make a product appealing to audiences
- offer understanding of how and why the construct of an advertisement can make a product appealing to an audience
- compare different audiences and how they might differ based upon the text
- compare examples confidently and explicitly
- use a wide range of media terminology confidently and accurately.

Section B: Messages and Values

Answer either Question 3 (News) or Question 4 (Advertising). Answer on the same topic that you chose in Section A

EITHER Question 3 News

In what ways have representations of *people and/or places* changed and/or stayed the same over time within the news articles you have looked at? In your answer refer in detail to *two or more examples* which you have studied. Make sure that you use at least one *past* news story and one *recent* news story in your answer.

You should:
- identify your examples
- analyse the representations of people, places, or events
- compare the messages and values in these representations
- explain what is the same and/or what has changed over time.   **[30]**

Candidates <u>might</u> include the following points:
- the methods of representation, eg visual, verbal and written codes
- how these codes convey messages and values
- different interpretations of messages and values
- ideas of balance and bias
- relevant news values
- preferred readings
- how values have changed over time
- preferred reading
- comparison and analysis of examples from different time periods.

Limited 0-7
Candidates in this mark range will be characterised by **most** of the following. They:
- describe texts coherently
- describe the codes and conventions of different representations within texts with some explicit understanding of how they create meaning
- appreciate the significance of messages and values communicated by a text
- compare some aspects of examples
- begin to use some media terms.

Competent 8-15
Candidates in this mark range will be characterised by **most** of the following. They:
- describe texts coherently
- describe the codes and conventions of different representations within texts with explicit understanding of how they create meaning
- appreciate and begin to analyse the significance of messages and values communicated by a text with a degree of sophistication
- compare explicitly a number of aspects from examples
- use media terminology with a degree of accuracy.

Proficient 16-23

Candidates in this mark range will be characterised by **most** of the following. They:

- explain texts coherently
- develop an argument
- explain the codes and conventions of different representations within texts with explicit understanding of how they create meaning
- analyse the significance of messages and values communicated by a text with a degree of sophistication
- compare examples explicitly
- use a wide range of media terminology accurately.

Excellent 24-30

Candidates in this mark range will be characterised by **most** of the following. They:

- explain texts coherently
- structure a consistent and sophisticated argument
- explain the codes and conventions of different representations within texts with confident and explicit understanding of how they create meaning
- analyse the significance of messages and values communicated by a text with confidence and sophistication
- compare examples confidently and explicitly
- use a wide range of media terminology confidently and accurately
- analyse and confidently discuss issues arising from the question.

Or   Question 4 Advertising

In what ways have representations of *people and/or products* changed and/or stayed the same over time within the adverts you have looked at? In your answer refer in detail to *two or more examples* which you have studied. Make sure that you use at least one *past* advertisement and one *recent* advertisement in your answer.

You should:
- identify your examples
- analyse the representations of people and/or products
- compare the messages and values in these representations
- explain what is the same and what has changed over time.   **[30]**

Candidates <u>might</u> include the following points:
- the methods of representation, eg visual, verbal and written codes
- how these codes convey messages and values
- different interpretations of messages and values
- preferred readings
- how values have changed over time
- preferred reading
- comparison and analysis of examples from different time periods

Limited 0-7
Candidates in this mark range will do **most** of the following:
- describe texts coherently
- describe the codes and conventions of different representations within texts with some explicit understanding of how they create meaning
- appreciate the significance of messages and values communicated by a text
- compare some aspects of examples
- begin to use some media terms

Competent 8-15
Candidates in this mark range will do **most** of the following:
- describe texts coherently
- describe the codes and conventions of different representations within texts with explicit understanding of how they create meaning
- appreciate and begin to analyse the significance of messages and values communicated by a text with a degree of sophistication
- compare explicitly a number of aspects from examples
- use media terminology with a degree of accuracy.

Proficient 16-23
Candidates in this mark range will do **most** of the following:
- explain texts coherently
- develop an argument
- explain the codes and conventions of different representations within texts with explicit understanding of how they create meaning
- analyse the significance of messages and values communicated by a text with a degree of sophistication
- compare examples explicitly
- use a wide range of media terminology accurately.

Excellent 24-30
Candidates in this mark range will do **most** of the following:
- explain texts coherently
- structure a consistent and sophisticated argument
- explain the codes and conventions of different representations within texts with confident and explicit understanding of how they create meaning
- analyse the significance of messages and values communicated by a text with confidence and sophistication
- compare examples confidently and explicitly
- use a wide range of media terminology confidently and accurately
- analyse and confidently discuss issues arising from the question.

Grade Thresholds

General Certificate of Secondary Education
(Specification Code 1918)
June 2008 Examination Series

Component Threshold Marks

Component	Max Mark	A*	A	B	C	D	E	F	G
01 Textual Analysis- F	60				45	37	29	22	15
02 Textual Analysis- H	60		44	35	27	17			
03 Textual Analysis- F	60				44	34	27	19	11
04 Textual Analysis- H	60		46	38	30	17			
05 Cross Media Topic-F	60				39	30	21	12	3
06 Cross Media Topic-H	60		41	30	19	11			
07 Media Portfolio	120		99	84	70	58	46	34	22

Overall

	A*	A	B	C	D	E	F	G
Cumulative Percentage in Grade	3.7	17.8	39.2	65.5	82.2	91.0	95.5	98.3

The total entry for the examination was 7135

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