GCSE

Media Studies

General Certificate of Secondary Education

Unit **B323:** Textual Analysis and Media Studies Topic (Print)

Mark Scheme for January 2012

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

Annotations

Here is the list of the standard annotations:
- Link
- Ruler
- Protractor
- Multi-point overlay.

The annotations which will be used for January 2012 will be:

1	✓	11	Tick	Tick
2	✗	21	Cross	Cross
3	L1	311	L1	Level 1
4	L2	321	L2	Level 2
5	L3	331	L3	Level 3
6	L4	341	L4	Level 4
7	REP	271	REP	Repeat
8	?	281	?	Unclear
9	λ	1071	Caret	Caret sign to show omission
10	✓₊	1012	Tick+	Development of point
11	REL	631	REL	Relevance
12	BOD	31	BOD	Benefit of doubt

Subject-specific Marking Instructions

The purpose of this unit is to assess candidates' ability to:

Recall, select and communicate their knowledge and understanding of media products and the contexts in which they are produced and consumed **(AO1).**

Analyse and respond to media texts/topics using media key concepts and appropriate terminology **(AO2).**

Assessment Objectives Grid (includes QWC)

Question	AO1	AO2	Total
Section A	10	40	**50**
Section B	22	8	**30**
Totals	**32**	**48**	**80**

These are broken down by question as follows:

Q1 **3 marks** AO1 knowledge of generic conventions
7 marks AO2 textual analysis

Q2 **20 marks** AO2 textual analysis

Q3 **7 marks** AO1 knowledge of representation issues:
13 marks AO2 textual analysis

Q4 **22 marks** AO1 knowledge and understanding of TV or radio comedy texts, TV or radio channels and scheduling, and audience pleasures
8 marks AO2 textual analysis

Question	Answer	Marks	Content
1	**Level 4 (8-10 marks)** Explains two generic features Shows thorough understanding of appropriate generic conventions Ideas and arguments supported by evidence Precise and accurate use of terminology Ideas expressed clearly and fluently in well structured sentences with few, if any, errors of spelling, punctuation and grammar. **Level 3 (6-7 marks)** States two generic features Shows sound understanding of appropriate generic conventions Offers sound textual evidence (at the top) Some accurate use of terminology Ideas expressed with some clarity and fluency; errors of spelling, punctuation and grammar do not obscure meaning. **Level 2 (3-5 marks)** States at least one generic feature Shows some understanding of generic conventions Offers some textual evidence (at the top) Limited use of terminology Simple ideas expressed appropriately but possibly with some errors of spelling, punctuation and grammar that obscure meaning.	10	Candidates may discuss various features of the extract that fit the conventions of the lifestyle magazine genre, for example: • Front cover is dominated by an image of a model or celebrity looking directly into the camera • Sense of direct address to the readers' lifestyle, e.g. 'What you'll be wearing for your wedding this year' • Chatty editor's letter • Aspirational tone • Hybrid contents – fashion, beauty, health and fitness, work, travel, relationships, celebrities Candidates may cite other magazines they have studied that share these elements as a means of establishing that they are generic conventions, but these citations should be very brief – answers should prioritise the use of textual evidence from the extract over description of other texts. Stronger answers might discuss generic hybridity and how *Asiana* fits into a middle to upmarket segment of the women's lifestyle magazine genre Level 1 answers might simply describe the extract and level 2 answers will state one generic convention accurately, albeit somewhat simplistically. Accurate identification of two generic features, however brief, should reach at least level 3. Use of accurate textual exemplification for two conventions should lift answers to at least the top of level 3 and use of terminology should lift competent answers into level 4.

Question			Answer	Marks	Content
			Level 1 (0-2 marks) Describes some aspects of the text Shows minimal understanding of generic conventions No, minimal or inaccurate use of terminology Some simple ideas expressed with errors of spelling, punctuation and grammar that obscure meaning. Writing may also lack legibility.		
2			**Level 4 (16-20 marks)** Comprehensive range of examples Detailed analysis of textual evidence from the extract Precise and accurate use of terminology Thorough understanding of connotative effect Ideas expressed clearly and fluently in well structured sentences with few, if any, errors of spelling, punctuation and grammar. **Level 3 (12-15 marks)** Comprehensive range of examples (all bullet points covered) Offers sound textual evidence from the extract Some accurate use of terminology Sound understanding of connotative effect Ideas expressed with some clarity and fluency; errors of spelling, punctuation and grammar do not obscure meaning. **Level 2 (6-11 marks)** Attempts at least three bullet points Offers some textual evidence from the extract Limited use of terminology Some understanding of connotative effect (at the top end)	20	Candidates should discuss at least one example of each of the bullet points, explaining how they create a specific effect. They may choose to discuss the same effect across the range of media language or pick different effects. They may, for example, discuss how each of the bullet points creates a sense of warmth and style: • the fairly spacious layout • the wide range of fonts on the front page, the use of sans serif fonts contrasting with serif headings, and the refined hanging indent 'H' in the editor's letter • the use of rich red, gold and pink • the chatty direct address to a specific audience ('if you feel like swapping your health felafels for an all-out feast, you go for it girlfriend!'). They may on the contrary, discuss different effects from different media language elements. Marks will be allocated, whichever approach is chosen, for accurate identification of media language in specific examples from the extract, using terminology as appropriate, and clear explanation of connotative effect. Level 1 answers might describe aspects of the text with little reference to media language techniques.

Question			Answer	Marks	Content
			Some simple ideas expressed appropriately but possibly with some errors of spelling, punctuation and grammar that obscure meaning. **Level 1 (0-5 marks)** Attempts one or two bullet points Describes some aspects of the extract No, minimal or inaccurate use of terminology Minimal or no understanding of connotative effect Some simple ideas expressed with errors of spelling, punctuation and grammar that obscure meaning. Writing may also lack legibility.		Level 2 answers might attempt analysis of techniques with only implicit explanation of the effects. One example accurately described for each bullet point with an appropriate identification of connotative effect should reach at least the bottom of level 3. More examples and effects should attain higher marks, including level 4.
3			**Level 4 (16-20 marks)** Discusses a range of issues of the representation of people and/or lifestyle in the extract, or discusses one or more issues in depth Shows thorough understanding of appropriate representation issues Offers a range of textual evidence from the extract that exemplifies these issues Ideas expressed clearly and fluently in well structured sentences with few, if any, errors of spelling, punctuation and grammar. **Level 3 (12-15 marks)** Clearly identifies at least one issue of the representation of people and/or lifestyle in the extract Shows sound understanding of appropriate representation issues – accurate use of the term 'stereotyping' Offers textual evidence from the extract that exemplifies these issues	20	Candidates might recognise the stereotypical representation of femininity as the need to look beautiful and fashionable, to party hard, and to stay healthy and slim. Other representation issues they might discuss include: • The ethnically uniform representation • The equation of attractiveness with young adulthood, light skin, and lack of visible disabilities • Heterosexuality and marriage is the assumed norm • The extract celebrates glamour, style, celebrity, and partying. Level 1 answers might describe some people in the extract, whereas level 2 answers will show some, albeit limited, understanding of representation. Answers that solely describe characterisation or repeat generic conventions with no analysis of representation might earn up to the top of level 2 marks.

Question	Answer	Marks	Content
	Ideas expressed with some clarity and fluency; errors of spelling, punctuation and grammar do not obscure meaning. **Level 2 (6-11 marks)** Describes aspects of representation in the extract Shows some limited understanding of representation issues – uses the concept of stereotyping or the term itself Offers some textual evidence from the extract Simple ideas expressed appropriately but possibly with some errors of spelling, punctuation and grammar that obscure meaning. **Level 1 (0-5 marks)** Describes some aspects of the extract Shows no or minimal understanding of representation issues – no reference to stereotyping Offers minimal textual evidence from the extract Some simple ideas expressed with errors of spelling, punctuation and grammar that obscure meaning. Writing may also lack legibility.		Answers that display a clear understanding of stereotyping should attain level 3 unless such an answer is very short and underdeveloped. Level 4 answers may show understanding of ideology and values.

Question			Answer	Marks	Content
4	(a)		**Level 4 (12-15 marks)** Discusses the scheduling of one comedy Precise and accurate use of terminology Shows detailed knowledge of TV or radio channels and scheduling with understanding of how programmes reflect institutional contexts Thorough understanding of how channels use scheduling to reach audiences Ideas expressed clearly and fluently in well structured sentences with few, if any, errors of spelling, punctuation and grammar. **Level 3 (9-11 marks)** Describes and evaluates the scheduling of one comedy Some accurate use of terminology Shows sound knowledge of TV or radio channels and scheduling with some understanding of how programmes reflect institutional contexts Sound understanding of how channels use scheduling to reach audiences Ideas expressed with some clarity and fluency; errors of spelling, punctuation and grammar do not obscure meaning. **Level 2 (4-8 marks)** Accurately describes the scheduling of one comedy Limited use of terminology Shows some knowledge of TV or radio channels and scheduling Some understanding of how channels use scheduling to reach audiences Simple ideas expressed appropriately but possibly with some errors of spelling, punctuation and grammar that obscure meaning.	15	The question asks for a discussion of the relationship between institutional context and scheduling practices, on the one hand, and one text the candidates have studied, on the other. Better answers will focus on how the text fits the institution and its scheduling. Weaker answers might focus solely on the text, or might simply list facts about the institution. Candidates should discuss: • the **day(s)** and **time(s)** and **channel(s)** of transmission for the text • how this time and day would attract the target audience, perhaps discussing the scheduling of programmes before and after it. • whether the text is scheduled on mass audience or niche audience channel(s) • the channel's brand identity Candidates might touch on factors such as: • regulatory requirements (eg Public Service Broadcasting and the watershed) • channel ethos and history (where relevant, eg the distinctiveness of the BBC or Channel 4). Level 1 answers must attempt to describe the scheduling of a comedy programme to earn marks, but this description might be vague. Answers that fail to state day, time or channel should not normally attain above level 1. Level 2 answers will state the time, day and channel for the programme and will, higher in the band, attempt to explain scheduling, but this explanation might be brief or not always accurate. Level 3 answers may be unbalanced, but level 4 answers will address both the 'how' and 'why' parts of the question.

Question			Answer	Marks	Content
			Level 1 (0-3 marks) Describes the scheduling of one comedy No, minimal or inaccurate use of terminology Shows minimal knowledge of TV or radio channels and scheduling Minimal or no understanding of how channels use scheduling to reach audiences Some simple ideas expressed with errors of spelling, punctuation and grammar that obscure meaning. Writing may also lack legibility.		Vague descriptions of the channel might include: 'on the BBC', 'on Sky', or 'on ITV'. Vague descriptions of the time might include: 'in the evening', 'after the watershed'. Vague descriptions of the day might include: 'every day' (but do allow such formulations as: 'every weekday' or 'every weekday and again on Sunday'). Do not reward disconnected facts such as the first date of transmission unless they clearly add to exploration of institution and audience.
4	(b)		**Level 4 (12-15 marks)** Shows detailed knowledge of audience pleasures Thorough understanding of how programmes offer audience pleasures Detailed and appropriate exemplification Ideas expressed clearly and fluently in well structured sentences with few, if any, errors of spelling, punctuation and grammar. **Level 3 (9-11 marks)** Shows sound knowledge of two or more audience pleasures Sound understanding of how programmes offer audience pleasures Relevant textual exemplification with some detail Ideas expressed with some clarity and fluency; errors of spelling, punctuation and grammar do not obscure meaning.	15	Level 1 answers are likely to describe the texts. Level 2 answers will, at the bottom end, offer little identification of pleasure beyond the texts 'being funny'. At the top end of the band answers may include some textual exemplification of one or two pleasures, though this may be limited to character description or vague outlines of the programmes as a whole. Level 3 answers will outline two or more pleasures with examples from specific episodes of the programmes (though these need not be named). Answers that fail to give specific textual detail should not, as a rule, reach level 4, even if there is a lengthy discussion of pleasures (though 'best fit' - as always - applies). Level 4 answers will typically balance analysis and exemplification so that each supports the other. Comparing and/or contrasting the pleasures of the programmes should be rewarded and may lift an answer into level 4. Answers with only one text should not attain above level 2.

Question			Answer	Marks	Content
			Level 2 (4-8 marks) Shows knowledge of one or two audience pleasures Basic understanding of how programmes offer audience pleasures Some textual exemplification Some ideas expressed appropriately but possibly with some errors of spelling, punctuation and grammar that obscure meaning. **Level 1 (0-3 marks)** Describes one or two texts Shows no or minimal knowledge of audience pleasures Minimal or no understanding of how programmes offer audience pleasures Some simple ideas expressed with errors of spelling, punctuation and grammar that obscure meaning. Writing may also lack legibility.		Do not reward statements of uses and gratifications theory unless they are clearly used to analyse and exemplify the pleasures of the texts. A range of comedy genres might be offered so no list of appropriate pleasures can be comprehensive. Comedy dramas such as situation comedies might be analysed in terms of narrative pleasures such as those of narrative resolution, character identification, or snowballing narrative. Both sketch shows and comedy dramas will offer pleasures of recognition and of familiarity, but sketch shows may offer specific pleasures of anticipating a punch line and playing with difference-within-repetition. Stand-up comedy and other performance-based comedic texts such as panel games may offer specific pleasures such as unpredictability, spontaneity and the danger of watching a performance that might fail.