SPECIMEN

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GCSE MEDIA STUDIES

B323/01 Textual Analysis and Media Studies Topic (Print)
Specimen Paper

Candidates answer on the Question Paper

OCR Supplied Materials
- Extract (B323/01 inserted)

Other Materials Required:
- Additional plain paper for notes

Duration: 1 hour 45 minutes
(including up to 30 minutes to prepare)

Candidate Forename		Candidate Surname	

Centre Number						Candidate Number				

INSTRUCTIONS TO CANDIDATES
- The Insert will be found in the centre of this document.
- Write your name, centre number and candidate number in the boxes above. Please write clearly and in capital letters.
- Use black ink.
- Answer **all** the questions.
- Study all the pages of the extract carefully, including all words, photographs and graphics.
- Make notes on the additional paper provided. You must hand this in at the end of the examination.
- Write your answer to each question in the space provided. Do not write outside the dotted lines. You can use extra paper. It must clearly show your candidate number, centre number and question number(s).
- Additional space for answers is available on pages 15, 16.
- Do **not** write in the bar codes

INFORMATION FOR CANDIDATES
- The number of marks is given in brackets **[ ]** at the end of each question or part question.
- The total number of marks for this paper is **80**.
- Use of appropriate Media Studies terminology will be credited.
- Quality of written communication will be assessed – you should write clearly and fluently in sentences with accurate spelling, punctuation and grammar.
- This document consists of **16** pages. Any blank pages are indicated.

OCR is an exempt Charity

Turn over

Section A

Textual Analysis

ADVICE TO CANDIDATES
You have up to 30 minutes to read the questions, study the extract and make notes.

The extract is the front page, editor's letter page and two contents pages from the magazine 'Red' (Hachette Filipacchi UK Ltd, January 2008).

Answer all three questions.

1 Explain **two** ways the extract fits the genre of lifestyle magazines.
Use examples from the extract. **[10]**

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2 Explain how **each** of the following is used in the extract to create effect:

- layout
- typography
- colour
- language

Use examples from the extract. **[20]**

Layout

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Typography

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Language

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3 Discuss how people and lifestyles are **represented** in the extract.
Refer to stereotypes in your answer.
Use examples from the extract.   **[20]**

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[Section Total: 50]

Section B

Television and/or Radio Comedy

Answer both parts of this question using comedy programmes you have studied.

4   **(a)** Discuss in detail how and why **two** comedy programmes were scheduled on one or more channels.
State the day, time and channel on which the programme was scheduled.   **[15]**

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(b) Compare the audience pleasures offered by **two** comedy programmes.

Give examples from the programmes. **[15]**

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[Section Total: 30]

Please use these pages if additional space is required.

Write the question number if you are continuing an answer.

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Write the question number if you are continuing an answer.

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OCR
RECOGNISING ACHIEVEMENT

GCSE

MEDIA STUDIES   B323/01

Unit B323/01: Textual Analysis and Media Studies Topic (Print)

Specimen Mark Scheme

The maximum mark for this paper is [80].

The unit is marked out of a total of 80.

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)

The overall distribution of assessment objectives for this unit is 40% AO1 and 60% AO2. These are broken down by question as follows:

Q1	**5 marks** AO1	knowledge of generic conventions
	10 marks AO2	textual analysis
Q2	**20 marks** AO2	textual analysis
Q3	**5 marks** AO1	knowledge of representation issues: (e.g. stereotyping, access/exclusion)
	10 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

Section A		
Question Number	**Answer**	**Max Mark**
1	**Explain two ways in which the extract fits the genre of lifestyle magazines.**	
	Candidates may discuss various features of the extract that fit the conventions of the lifestyle magazine genre, for example:	
	• The front cover is dominated by an image of a person looking directly into the camera	
	• Sense of direct address to the readers' lifestyles ('Get Party Fabulous')	
	• Chatty editor's letter	
	• Aspirational tone	
	• Contents – 'fashion, homes, food, shopping, beauty'	
	• Media language emphasises friendliness and accessibility	
	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 brief – answers should prioritise the use of textual evidence from the extract over description of other texts.	
	Very strong answers might discuss generic hybridity and.or subgenres and give a sense of understanding the genre as a whole. They might, for example discuss the use of neon pink as placing the magazine in the women's lifestyle magazine subgenre. They might note the hybridity inherent in this category of magazines: offering a mix of fashion, beauty, home and food magazines in one package.	**[10]**
	Level 1 (0-2 marks)	
	Shows some aspects of the text	
	Shows minimal understanding of generic conventions	
	Minimal or inaccurate use of terminology	
	Some simple ideas expressed with errors of spelling, punctuation and grammar that obscure meaning. Writing may also lack eligibility.	
	Level 2 (3-5 marks)	
	States at least one generic feature	
	Shows some understanding of generic conventions	
	Offers some textual evidence	
	Limited use of terminology	
	Simple ideas expressed appropriately but possibly with some errors of spelling, punctuation and grammar that obscure meaning.	
	Level 3 (6-7 marks)	
	States two generic features	
	Shows sound understanding of appropriate generic conventions	
	Offers sound textual evidence	
	Some accurate use of terminology	
	Ideas expressed with some clarity and fluency; errors of spelling, punctuation and grammar do not obscure meaning.	

Question Number	Answer	Max Mark
	Level 4 (8-10 marks)	
	Explains twp 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.	
2	**Give one example of each of the following and explain how it is used in the extract to create effect:**	
	• **Layout**	
	• **Typography**	
	• **Use of Language**	
	• **Use of images**	
	Candidates should discuss one example of each of the bullet points, explaining how they create a specific effect. They may chose 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 informality. Thus: the busy front cover layout, the use of sans serif fonts on the front cover and contents pages, the direct linguistic address in 'Find out if your diet is as healthy as you think', the smiling subjects in the photographs, and the use of red in the house style.	
	They may on the contrary, discuss contrasting elements of media language. For example: the spacious layout and more formal serif font of the editor's letter connoting, perhaps, a more authoritative style, compared to the more informal cluttered layout and neon pinks of the front cover.	
	Marks will be allocated, whichever approach is chosen, for accurate identification of media language, using terminology as appropriate, and clear explanation of connotative effect.	**[20]**
	Level 1 (0-5 marks)	
	Attempts one or two bullet points	
	Describes some aspects of the extract	
	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 (6-11 marks)	
	Attempts at least three bullet points	
	Offers some textual evidence from the extract	
	Some use of terminology	
	Simple ideas expressed appropriately but possibly with some errors of spelling, punctuation and grammar that obscure meaning.	

Question Number	Answer	Max Mark
	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	
	Some understanding of connotative effect	
	Ideas expressed with some clarity and fluency; errors of spelling, punctuation and grammar do not obscure meaning.	
	Level 4 (16-20 marks)	
	Comprehensive range of examples (covers all bullet points)	
	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.	
3	**Discuss how people and/or femininity are represented in the extract.**	
	Candidates should recognise the stereotypical representation of femininity as a constant struggle to look good, entertain, keep a relationship, cook well and stay healthy.	
	Other representation issues they might discuss include:	
	• The exclusively white representation	
	• The exclusion of older people or those with visible disabilities	
	• The equation of physical attractiveness with young adulthood (e.g. 'whatever your age' equals 20s, 30s and 40s)	
	• Heterosexuality is the assumed norm throughout	
	• The extract celebrates a world of glamour, style, and celebrity, but also domesticity.	**[20]**
	Level 1 (0-5 marks)	
	Describes some aspects of the extract	
	Shows minimal understanding of representation issues	
	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.	
	Level 2 (6-11 marks)	
	Describes aspects of representation in the extract	
	Shows some limited understanding of representation issues	
	Offers some textual evidence from the extract	
	Simple ideas expressed appropriately but possibly with some errors of spelling, punctuation and grammar that obscure the meaning.	
	Level 3 (12-15 marks)	
	Discusses one or two of the issues of the representation of people in the extract	
	Shows sound understanding of appropriate representation issues	
	Offers textual evidence from the extract that exemplifies these issues	
	Ideas expressed with some clarity and fluency; errors of spelling, punctuation and grammar do not obscure meaning.	

Question Number	Answer	Max Mark
	Level 4 (16-20 marks) Discuss a range of issues of the representation of people and/or war in the extract, or discusses fewer 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.	
	Section A Total	**[50]**

Section B		
Question Number	**Answer**	**Max Mark**
4(a)	**Pick two TV or radio comedies you have studied. Discuss why they were scheduled:** • **On the channels that chose them** • **On the days and times they were transmitted** Candidates should have studied two programmes on different radio or television channels/stations. Answers that only discuss one programme and discuss two programmes on the same channel/station are highly unlikely to gain marks above level 2. Candidates will probably discuss two contrasting comedy programmes and show how they fit their different institutional contexts. However, they could discuss how very similar comedies are used on different channels/stations and this approach should not be penalised if it fulfils the assessment criteria. The question asks for a discussion of the relationship between institutional context and scheduling practices, on the one hand, and the texts the candidates have studied, on the other. Better answers will focus on how the texts fit the institution and its scheduling. Weaker answers might focus solely on the texts, or might simply list facts about the institutions. Candidates might briefly discuss the channel's brand identities, perhaps in terms of other programmes played on those channels and the ways the channels market themselves. This may include how an institution has branded a time slot, e.g. 'Thursdays are funny'. They may mention regulatory (e.g. Public Service Broadcasting) requirements in terms of the watershed and limitations on content or in terms of requirements for British (or regional) programmes. They may touch on channel ethos and history in relation to the distinctiveness of the BBC or Channel 4, for example, if these are relevant to their texts. They should be able to state whether the texts are scheduled on mass audience or niche audience channels/stations and perhaps make some judgements about the nature of those niche audiences. Candidates may produce audience figures; better answers will use these to illustrate institutional context (but note that this can be equally well done without statistics). Candidates should know the days and times of transmission for the two texts and be able to discuss which programmes were scheduled before and after them. They might state which programmes were scheduled on competing channels/stations at the same times. They should attempt to evaluate how these time slots would attract the target audience for the texts, whether this be a mass or niche audience. Better candidates will use evidence from the schedules to back up this evaluation, not unsubstantiated assertions about what the audiences will be doing at this time of day. Stronger candidates may show awareness of the crucial role of scheduling in a multi-channel TV and radio environment and discuss the role of stripped schedules.	**[15]**

Question Number	Answer	Max Mark
	Level 1 (0-3 marks)	
	Describes the scheduling of one or two comedies	
	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.	
	Level 2 (4-8 marks)	
	Accurately describes the scheduling of two comedies	
	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.	
	Level 3 (9-11 marks)	
	Describes and evaluates the scheduling of two comedies	
	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 4 (12-15 marks)	
	Discusses the scheduling of two comedies	
	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 expresses clearly and fluently in well structured sentences with few, if any, errors of spelling, punctuation and grammar.	
4(b)	**Show how these two programmes offer their audiences different pleasures.**	
	Higher level answers will explicitly contrast a range of pleasures offered by two texts with detailed exemplification of these pleasures by reference to one or more episodes of the programmes. These pleasures may range through comedic effect to narrative pleasures (e.g. opportunities for identification and narrative resolution), generic pleasures, audience uses and gratifications, high (or deliberately low) production values, pleasurable themes, and so on.	
	Middle level answers are likely to discuss fewer pleasures, with little or no explicit contrasting, and more limited examples, probably from only one programme or part of a programme.	
	Lower level answers are likely to describe the texts with little identification of pleasure beyond the text 'being funny'.	

Question Number	Answer	Max Mark
	Level 1 (0-3 marks) Describes one or two texts Shows 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. **Level 2 (4-8 marks)** Shows basic knowledge of one or two audience pleasures Basic understanding of how programmes offer audience pleasures Some textual exemplification Simple ideas expressed appropriately but possibly with some errors of spelling, punctuation and grammar that obscure meaning. **Level 3 (9-11 marks)** Shows sound knowledge of pleasures Sound understanding of how programmes offer audience pleasures Some understanding of differences between programmes Relevant textual examples Ideas expressed with some clarity and fluency; errors of spelling, punctuation and grammar do not obscure meaning. **Level 4 (12-15 marks)** Shows detailed knowledge of audience pleasures Thorough understanding of how programmes offer audience pleasures Thorough understanding of differences between programmes Detailed and appropriate exemplification Ideas expressed clearly and fluently in well structured sentences with few, if any, errors of spelling, punctuation and grammar.	**[15]**
	Section B Total	**[30]**
	Paper Total	**[80]**

Assessment Objectives Grid (includes QWC)

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