



GCE

Media Studies

Unit **G325**: Critical Perspectives in Media

Advanced GCE

Mark Scheme for June 2016

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.











All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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Annotations

Number	Annotation	Code	Name	Meaning
1		11	Tick	Tick
2		21	Cross	Cross
3		281	?	Unclear
4		261	^	Omission Mark
5		851	T	Terminology
6		661	EG	Use of Examples
7		371	A	Explanation, Argument and Analysis
8		641	NAR	Lengthy Narrative, description
9		1841	Not Relevant	Expandable vertical wavy line
10		301	R	Rubric

Question		Answer	Marks	Content
1	(a)	<p>Level 4 (21-25 marks)</p> <p>There is a clear sense of progression and of how examples have been selected, and a range of articulate reflections on research and planning. There is a fluent evaluation of progress made over time. Candidates offer a range of specific, relevant and clear examples of conventions. The use of media terminology is excellent.</p> <p>Complex issues have been expressed clearly and fluently using a style of writing appropriate to the complex subject matter. Sentences and paragraphs, consistently relevant, have been well structured, using appropriate technical terminology. There may be few, if any, errors of spelling, punctuation and grammar.</p> <p>Level 3 (16-20 marks)</p> <p>There is some sense of progression and of how examples have been selected, and some useful descriptions of research and planning. Progress made is described and evaluated with clarity.</p> <p>Candidates offer a mostly clear, mostly relevant and reasonable range of examples of research and planning in relation to decisions and outcomes. The answer makes proficient use of media terminology throughout.</p> <p>Relatively straightforward ideas have been expressed with some clarity and fluency. Arguments are generally relevant, though may stray from the point of the question. There will be some errors of spelling, punctuation and grammar but these are unlikely to be intrusive or obscure meaning.</p>	25	Candidates will need to refer to their work for the Foundation Portfolio and Advanced Portfolio. Additionally, they <i>may</i> make reference to other media production work but this is strictly optional.

Question	Answer	Marks	Content
	<p>Level 2 (10-15 marks)</p> <p>Candidates offer a mostly clear, partly relevant and narrow range of examples of research and planning. The account of progress made is limited. Examples are described with some discussion of their significance in relation to decisions and outcomes. The answer makes basic use of relevant media terminology.</p> <p>Some simple ideas have been expressed in an appropriate context. There are likely to be some errors of spelling, punctuation and grammar of which some may be noticeable and intrusive.</p> <p>Level 1 (0-9 marks)</p> <p>The answer is descriptive and may offer limited clarity. There is little, if any, evaluation of progress. Examples are partly relevant and their significance in relation to research and planning is partly clear. The answer offers minimal use of relevant media terminology.</p> <p>Some simple ideas have been expressed. There will be some errors of spelling, punctuation and grammar which will be noticeable and intrusive. Writing may also lack legibility.</p>		

Question		Answer	Marks	Content
1	(b)	<p>Level 4 (21-25 marks)</p> <p>Candidates demonstrate a clear understanding of media language and can relate concepts articulately to the production outcome. Candidates offer a range of specific, relevant, interesting and clear examples of how their product can be understood in relation to relevant ideas about media language.</p> <p>The use of conceptual language is excellent.</p> <p>Complex issues have been expressed clearly and fluently using a style of writing appropriate to the complex subject matter. Sentences and paragraphs, consistently relevant, have been well structured, using appropriate technical terminology. There may be few, if any, errors of spelling, punctuation and grammar.</p> <p>Level 3 (16-20 marks)</p> <p>Candidates demonstrate the ability to relate their own creative outcomes to some ideas about media language. Some relevant and convincing examples from the production are offered and these are handled proficiently. The answer makes proficient use of relevant conceptual language.</p> <p>Relatively straightforward ideas have been expressed with some clarity and fluency. Arguments are generally relevant, though may stray from the point of the question. There will be some errors of spelling, punctuation and grammar but these are unlikely to be intrusive or obscure meaning.</p>	25	<p>Candidates will need to choose one production from either Foundation Portfolio or Advanced Portfolio.</p> <p>Examiners are reminded that candidates are asked to relate a media production to a theoretical concept and they are at liberty to either apply the concept to their production or explain how the concept is <i>not</i> useful in relation to their production.</p> <p>NB for this question, media language is the primary focus and discussion of audience is required only in relation to media language. However, if candidates write about audience theories in addition, examiners must credit this.</p>

Question	Answer	Marks	Content
	<p>Level 2 (10-15 marks)</p> <p>Candidates offer a mainly descriptive, basic account of how their production can be understood in the basic theoretical context of media language. A narrow range of examples are described, of which some are relevant. The answer makes basic use of relevant conceptual terms.</p> <p>Some simple ideas have been expressed in an appropriate context. There are likely to be some errors of spelling, punctuation and grammar of which some may be noticeable and intrusive.</p> <p>Level 1 (0-9 marks)</p> <p>Candidates at this level attempt to relate the production to media language with limited clarity. The account may be incomplete or be only partly convincing. Very few, if any, examples are offered from the chosen production. The answer offers minimal use of relevant basic conceptual terms.</p> <p>Some simple ideas have been expressed. There will be some errors of spelling, punctuation and grammar which will be noticeable and intrusive. Writing may also lack legibility.</p>		

Question	Answer	Marks	Content
2-13	<p>Level 4 (40 – 50 marks)</p> <p>Candidates adapt their learning to the specific requirements of the chosen question in excellent fashion and make connections in order to present a coherent argument. The answer offers a clear, fluent balance of media theories and knowledge of industries and texts and informed personal engagement with issues and debates. Examples of theories, texts and industry knowledge are clearly connected together in the answer. History and the future are integrated into the discussion with conviction. Throughout the answer, material presented is informed by contemporary media theory and the command of the appropriate conceptual and theoretical language is excellent.</p> <p>Complex issues have been expressed clearly and fluently using a style of writing appropriate to the complex subject matter. Sentences and paragraphs, consistently relevant, have been well structured, using appropriate technical terminology. There may be few, if any, errors of spelling, punctuation and grammar.</p> <p>Level 3 (30 – 39 marks)</p> <p>Candidates adapt their learning to the specific requirements of the chosen question well, in the main. The answer offers a sensible, mostly clear balance of media theories and knowledge of industries and texts, with a proficient attempt at personally engaging with issues and debates.</p>	50	<p><u>Notes to examiners:</u></p> <p>The generic mark scheme above for questions 2-13 will be the same for every examination. The indicative content for each topic area provided in the Specimen Assessment material was produced to offer guidance for centres, and is not for use in marking scripts. Guidance for each topic will be provided at the standardisation meeting for each assessment session.</p> <p>Where candidates refer to only one media area in their answer, the mark scheme clearly indicates that marks should be restricted to level 1.</p> <p>NB – online media, as a convergent form, is regarded as more than one media area.</p> <p>Where candidates fail to provide or imply historical references and/or future projections, marks should be restricted to the lower half of the level 4 range (44 or under). The same applies for answers that do not focus mainly on contemporary examples (from the 5 years preceding the examination).</p>

Question	Answer	Marks	Content
	<p>Examples of theories, texts and industry knowledge are connected together in places, and a clear argument is proficiently developed in response to the question. History and the future are discussed with relevance. Material presented is mostly informed by contemporary media theory, articulated through use of appropriate theoretical terms.</p> <p>Relatively straightforward ideas have been expressed with some clarity and fluency. Arguments are generally relevant, though may stray from the point of the question. There will be some errors of spelling, punctuation and grammar but these are unlikely to be intrusive or obscure meaning.</p> <p>Level 2 (20 - 29 marks)</p> <p>Candidates offer a response to the topic area with limited ability to adapt to the specific requirements of the chosen question. A partially coherent, basic argument is presented. The answer offers some examples of theories, industry knowledge and/or texts and debates, with some basic evidence of an attempt to connect these elements. Inclusion of history and/or the future is limited. Some of the material presented is informed by contemporary media theory, articulated through a basic use of theoretical terms.</p> <p>Some simple ideas have been expressed in an appropriate context. There are likely to be some errors of spelling, punctuation and grammar of which some may be noticeable and intrusive.</p>		

Question	Answer	Marks	Content
	<p>Level 1 (1 – 19 marks)</p> <p>Candidates offer a response to the topic area, with a limited degree of clarity. Personal engagement with the topic is either absent or implicit and there may be inaccuracy or a lack of conviction in presenting the response. The answer may be incomplete and/or lack relevance. A narrow range of examples related to texts, industries or audiences is offered. Inclusion of history and/or the future may be missing. Contemporary media theory is either absent or evident to a minimal degree.</p> <p>Some simple ideas have been expressed. There will be some errors of spelling, punctuation and grammar which will be noticeable and intrusive. Writing may also lack legibility.</p>		

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