GCSE

Media Studies

General Certificate of Secondary Education

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

Mark Scheme for June 2013

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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.

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Annotations

Annotation	Meaning
3	Only 3 bullets
?	Unclear
	Characterisation
CON	No connotation
✗	Incorrect point (use carefully)
N	No channel
ND	No day
	No example
P	No pleasures
	No 'Stereotype'
	No time
	Only 1 text
✔	Tick

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	Guidance
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.	10	Candidates may discuss various features of the extract that fit the conventions of the lifestyle magazine genre, for example: • the cover is dominated by a photograph of a celebrity or a model • this celebrity/model is looking directly into the camera • linguistic direct mode of address and use of imperatives • chatty editor's letter this month adopting an unexpectedly serious tone • wide variety of contents addressing the assumed readership's lifestyle **Level 4** answers will *explain* **two** conventions with *exemplification* and some *terminology*. Answers in this band should show at least implicit understanding of typicality for the whole lifestyle magazine genre, not just the sub-genre of this extract.
	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 3** answers will *identify* **two** conventional elements. At the bottom of the band this identification may be brief and may not suggest generic typicality Textual exemplification or a sense of generic conventions lift an answer to the top of this level.
	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		**Level 2** answers will state **one** conventional element of the extract Answers that offer textual evidence or any sense of understanding generic conventions should reach the top

Question	Answer	Marks	Guidance
	Simple ideas expressed appropriately but possibly with some errors of spelling, punctuation and grammar that obscure meaning. **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.		of this band. Some answers that attempt two elements but in effect state the same element twice can be placed in the top of this band. **Level 1** answers will **not state any** element of the magazine that fits the generic conventions - they might simply describe the extract.

Question	Answer	Marks	Guidance
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) 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	20	**Level 4** answers will typically offer **more than one** example, accurately described, with effective connotative analysis, for each bullet point. Answers *can* enter this band without two examples for each bullet point, so long as the quality of the answer justifies this. **Level 3** answers will typically offer **one example with connotative analysis** for each bullet point. Answers with **more than one example** for one or more bullet points should reach at least the top half of this band. Answers with **one weak bullet point** can reach this band if the other three are at level 3 standard, but *not* if the candidate clearly does not understand what the media language element means (eg discusses mise en scène under editing). **Level 2** answers might: • only attempt **three** bullet points • fail to give specific examples for **more than one** bullet point • give **some** explanation of the effects for **one or two** bullet points (this will put the answer in the top half of the band) • give examples with **no** explanation of effects (this will put the answer in the bottom half of the band) **Level 1** answers might describe aspects of the text with little or no reference to media language techniques.

Question			Answer	Marks	Guidance
			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.		**Layout** **Accept:** • Symmetrical layout (with some asymmetry) for the front cover and publisher's letter page • Asymmetrical layout for the contents pages • Relatively ordered layout with some disruptive elements (the variety of fonts on the front cover, irregular columns on the second contents page, text wrapping on the Publisher's page) • Fairly cluttered layout balanced with use of white space • Image dominated layout for the first three pages • Any other relevant point **Typography** Discussing font colour is acceptable, but does not constitute detailed analysis. **Accept:** • Mix of serif and sans serif fonts throughout • Dominance of sans serif fonts for the copy on the inside pages • Dominance of serif fonts for the headings • The font for the titlepiece 'Pride' is strong and emphatic • Use of a signature for the Publisher's letter • Any other relevant point **Do not accept:** • Serif (or sans serif) fonts 'throughout'. **Colour** Candidates can usually identify colours, so reward sophistication of connotative analysis.

Question	Answer	Marks	Guidance
			Candidates might choose to consider the purple and brown house colours.
			Language
			Accept:
			• the mix of more formal language (eg the publisher's 'conundrum') with more informal language (eg 'work wear for the fashion savvy')
			• use of direct address (eg'160 ways to rev up your life')
			• relatively serious language in the Publisher's letter reflects its contents, but it retains some personal tone (eg 'I knew this was not the city I loved')
			• language positions the audience as part of a Black community (eg 'we became that someone')
			• Any other relevant point

Question			Answer	Marks	Guidance
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.	20	Candidates should recognize: • the stereotypical representation of femininity as a struggle to look good, dress fashionably, and hold down a job Other representation issues they might discuss include: • the exclusively Black or mixed race representation • the stereotypical equation of beauty with youth and being able bodied • being Black and the possible victim of racism is the assumed norm • the extract celebrates having fun, looking good, and pride in one's community **Level 4** answers might: • offer an in-depth discussion of how **one** group is represented (stereotypically, non-stereotypically, or anti/counter-stereotypically) • explore the representation of a **range** of social groups. The specification suggests groups defined by: age, gender, ethnicity, body types, class, region and nationality. However, this list is not definitive Look to reward answers showing some understanding of ideologies and/or values, these are likely to reach the top of this level. However, an answer *can* reach full marks without doing this. **Level 3** answers will display a clear understanding of stereotyping.
			Level 3 (12–15 marks) Clearly identifies at least one issue of the representation of people and/or lifestyle in the extract		

Question	Answer	Marks	Guidance
	Shows sound understanding of appropriate representation issues – accurate use of the term 'stereotyping' 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. **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.		Any answer accurately using the term stereotyping should attain this level unless such an answer is very underdeveloped. **Level 2** answers will typically describe characterisation or generic conventions with no analysis of representation. These answers may use the term 'stereotype' or 'stereotyping', but solely in relation to *characterisation* or *generic conventions*. Alternatively, they might suggest an understanding of stereotyping without using the term itself). **Level 1 answers** will neither use the term nor the concept of stereotyping. They are likely to describe the extract.

Question			Answer	Marks	Guidance
4	(a)		**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 expressed clearly and fluently in well-structured sentences with few, if any, errors of spelling, punctuation and grammar. **Level 3 (9–11 marks)** Accurately 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 2 (4–8 marks)** 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.	15	**Level 4** answers will address *both* elements of the question: • the fit between institution and text(s) • scheduling. **Level 3** answers will start to explain scheduling but will typically explain just one of the institutional fit and the scheduling, or will be limited on both. **Level 2** answers will do little more than accurately describe the scheduling of the text(s). Answers that attempt, very briefly or inaccurately, to explain scheduling should reach the top of this band. Answers with incomplete scheduling information *can* reach this band if the answer shows knowledge of scheduling (especially if the scheduling information is vague)

Question	Answer	Marks	Guidance
			Vague descriptions of the *channel* include: 'on the BBC', 'on Sky', if the channel is not stated but is heavily implied by naming other programmes
			Vague descriptions of the time might include: 'in the evening', 'after the watershed'.
			Vague descriptions of the day might include: the date of transmission, 'every day' (but do allow 'weekdays', or 'every weekday').
	Level 1 (0–3 marks) Partially describes the scheduling of one or two comedies Shows minimal knowledge of TV or radio channels and scheduling Some simple ideas expressed with errors of spelling, punctuation and grammar that obscure meaning. Writing may also lack legibility.		**Level 1** answers will attempt to describe scheduling but this will be inaccurate or very incomplete Answers using a text or texts that are *clearly not comedy programmes* (eg soap operas) can reach level 2, under the 'best fit' principle, but no higher. Answers that demonstrate understanding of scheduling but *do not apply this understanding to specific texts* can also reach level 2, under the 'best fit' principle, but no higher.

Question	Answer	Marks	Guidance
(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 different audience pleasures Sound understanding of how programmes offer audience pleasures Relevant textual exemplification (with some detail at the top of the band) Ideas expressed with some clarity and fluency; errors of spelling, punctuation and grammar do not obscure meaning. **Level 2 (4–8 marks)** Shows knowledge of one or two audience pleasures Basic understanding of how at least one programme offers audience pleasures Some textual exemplification (at the top of the band) Some ideas expressed appropriately but possibly with some errors of spelling, punctuation and grammar that obscure meaning	15	**Level 4** answers will balance analysis of two or more audience pleasures with detailed textual exemplification. A typical detailed example is recognisably from a specific episode of the programme(s) (but there is no need to name episodes). For example, an example of narrative resolution should explain how one specific episode was resolved. **Level 3** answers will outline two or more pleasures of the text(s) with some specific examples. Answers that fail to give specific textual detail *can* reach this band if there is a sound knowledge of pleasures, but cannot enter level 4. Lack of specific detail may include exemplification that is limited to character description or vague outlines of the text(s) as a whole. **Level 2** answers will offer one or two simple pleasures of the text(s) with little exemplification. At the top end of the band answers may attempt some exemplification of textual pleasure(s), though this will be generalised or very limited. Answers at the bottom end of the band typically offer little beyond the text(s) 'being funny'. Answers with only one pleasure cannot attain higher than level 2.

Question	Answer	Marks	Guidance
	Level 1 (0–3 marks) Describes one text Some simple ideas expressed with errors of spelling, punctuation and grammar that obscure meaning. Writing may also lack legibility.		**Level 1** answers will typically describe the text(s). Answers using a text or texts that are *clearly not comedy programmes* (eg soap operas) can reach level 2, so long as they discuss pleasures that are offered by comedy programmes Discussion of different types of comedy (eg visual comedy, slapstick comedy, verbal comedy, black comedy, satire) counts as *one pleasure*, unless the answer touches upon other pleasures in the course of this discussion.

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