



**GCSE**

**Media Studies**

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

General Certificate of Secondary Education

**Mark Scheme for June 2015**

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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.

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## 1. Annotations

Annotation	Meaning
3	Only 3 bullets
?	Unclear
C	Characterisation
CON	No connotation
X	Incorrect point (use carefully)
NO	No channel
ND	No day
NE	No example
P	No pleasures
S	No 'Stereotype'
T	No time
Te	Only 1 text
✓	Tick

## 2. 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
<b>Section A</b>	10	40	<b>50</b>
<b>Section B</b>	22	8	<b>30</b>
<b>Totals</b>	<b>32</b>	<b>48</b>	<b>80</b>

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		<p><b>Level 4 (8-10 marks)</b></p> <p>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.</p> <p><b>Level 3 (6-7 marks)</b></p> <p>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.</p> <p><b>Level 2 (3-5 marks)</b></p> <p>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</p>	10	<p><b>Annotation instructions:</b></p> <p>Double tick any convention clearly established as a convention Single tick any conventions mentioned in passing Tick bottom of page if no conventions – do not tick elsewhere in this case</p> <p>Candidates may discuss various features of the extract that fit the conventions of the lifestyle magazine genre, for example:</p> <ul style="list-style-type: none"> <li>• the cover is dominated by a photograph of a celebrity or a model</li> <li>• this celebrity/model is looking directly into the camera</li> <li>• linguistic direct mode of address and use of imperatives</li> <li>• chatty editor's letter</li> <li>• wide variety of contents addressing the assumed readership's lifestyle</li> </ul> <p><b>Level 4</b> answers will <i>explain two</i> conventions with <i>exemplification</i> and some <i>terminology</i>.</p> <p>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.</p> <p><b>Level 3</b> answers will <i>identify two</i> conventional elements.</p> <p>At the bottom of the band this identification may be brief and may not suggest generic typicality</p>

Question		Answer	Marks	Guidance
		<p>grammar that obscure meaning.</p> <p><b>Level 1 (0-2 marks)</b></p> <p>Describes some aspects of the text</p> <p>Shows minimal understanding of generic conventions</p> <p>No, minimal or inaccurate use of terminology</p> <p>Some simple ideas expressed with errors of spelling, punctuation and grammar that obscure meaning. Writing may also lack legibility.</p>		<p>Textual exemplification or a sense of generic conventions lift an answer to the top of this level.</p> <p><b>Level 2</b> answers will state <b>one</b> conventional element of the extract</p> <p>Answers that offer textual evidence or any sense of understanding generic conventions should reach the top of this band.</p> <p>Some answers that attempt two elements but in effect state the same element twice can be placed in the top of this band.</p> <p><b>Level 1</b> answers will <b>not state any</b> element of the magazine that fits the generic conventions - they might simply describe the extract.</p>

Question		Answer	Marks	Guidance
2		<p><b>Level 4 (16-20 marks)</b></p> <p>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.</p> <p><b>Level 3 (12-15 marks)</b></p> <p>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.</p> <p><b>Level 2 (6-11 marks)</b></p> <p>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</p>	20	<p><b>Annotation instructions:</b></p> <p><b>Double tick</b> any specific example that comes with an effective connotation analysis</p> <p><b>Single tick</b> any specific example with limited connotation analysis (e.g. an effect on the audience that implies a connotation).</p> <p><b>Single tick</b> effective connotation analysis where the example is a little vague (e.g. general descriptions of layout with limited reference to a particular page).</p> <p>'Stands out' and 'catches the eye' do not count as connotations.</p> <p><b>Do not tick anything else</b> - use NE or CON if no analysis on a page</p> <p>If an example is almost made, but your judgment is that there is not enough there for an example, use NE to show this</p> <p><b>Level 4</b> answers will typically offer <b>more than one</b> example, accurately described, with effective connotative analysis, for each bullet point.</p> <p><b>17-20 marks</b> An answer with two double ticks for 4 bullets</p> <p><b>16 marks</b> An answer with two double ticks for 3 bullets and one double tick for 1 bullet (See annotation instructions)</p> <p><b>Level 3</b> answers:</p> <p><b>15 marks</b> An answer with two double ticks for 2 bullets and one double tick for 2 bullets</p> <p><b>14 marks</b> An answer with two double ticks for 1 bullet and</p>

Question	Answer	Marks	Guidance
	<p>and grammar that obscure meaning.</p> <p><b>Level 1 (0-5 marks)</b></p> <p>Attempts one or two bullet points</p> <p>Describes some aspects of the extract</p> <p>No, minimal or inaccurate use of terminology</p> <p>Minimal or no understanding of connotative effect</p> <p>Some simple ideas expressed with errors of spelling, punctuation and grammar that obscure meaning. Writing may also lack legibility.</p>		<p>one double tick for 3 bullets</p> <p><b>13 marks</b> An answer with a double tick for 4 bullets</p> <p><b>12 marks</b> An answer with one double tick for 3 bullets, but <i>not</i> if the candidate clearly does not understand what the fourth media language element means - such answers remain in Level 2.</p> <p><b>Level 2 answers:</b></p> <p><b>11 marks</b> An answer with at least a single tick for at least 3 bullets</p> <p><b>10 marks</b> An answer with at least a single tick for 2 bullets plus an attempt at a third</p> <p><b>9 marks</b> An answer with at least a single tick for 1 bullet plus an attempt at two others</p> <p><b>8 marks</b> No ticks, but one or more examples given without connotation</p> <p><b>6 or 7 marks</b> No ticks – no examples but understands the terms used to describe some bullets</p> <p><b>Level 1 answers:</b></p> <p><b>5 marks</b> No examples but understands one bullet</p> <p><b>4 marks</b> No examples but implicit understanding of one bullet</p> <p><b>1 - 3 marks</b> Some description of the extract</p> <p><b>Layout</b></p> <p><b>Accept:</b></p> <ul style="list-style-type: none"> <li>• Asymmetrical layout for the contents page and Fashion Moment page</li> <li>• Symmetrical or asymmetrical layout for the front page and Love Lives (can be treated as a double page</li> </ul>

Question	Answer	Marks	Guidance
			<p>spread)</p> <ul style="list-style-type: none"> <li>• Relatively ordered layout with some disruptive elements (the variety of fonts on the front cover, irregular tweets on the contents page)</li> <li>• Fairly cluttered layout, especially on the front cover</li> <li>• Image dominated layout</li> <li>• Any other relevant point</li> </ul> <p><b>Typography</b></p> <p>Discussing font colour is acceptable, but does not constitute detailed analysis.</p> <p><b>Accept:</b></p> <ul style="list-style-type: none"> <li>• Mix of serif and sans serif fonts throughout</li> <li>• Dominance of sans serif fonts for the copy on the inside pages</li> <li>• Dominance of serif fonts for the headings</li> <li>• The font for the title piece 'Look' is a mix of slim and emphatic</li> <li>• Any other relevant point</li> </ul> <p><b>Do not accept:</b></p> <ul style="list-style-type: none"> <li>• Serif (or sans serif) fonts 'throughout'.</li> </ul> <p><b>Colour</b></p> <p>Candidates can usually identify colours, so reward sophistication of connotative analysis.</p> <p><b>Language</b></p> <p><b>Accept:</b></p> <ul style="list-style-type: none"> <li>• Examples of informal language</li> <li>• Examples of use of direct address</li> <li>• Examples of how the language positions the audience</li> </ul>

<b>Question</b>		<b>Answer</b>	<b>Marks</b>	<b>Guidance</b>
				as a shopper and follower of celebrities • Any other relevant point

Question		Answer	Marks	Guidance
3		<p><b>Level 4 (16-20 marks)</b></p> <p>Discusses a range of issues of the representation of people and/or lifestyle in the extract, or discusses one or more issues in depth</p> <p>Shows thorough understanding of appropriate representation issues</p> <p>Offers a range of textual evidence from the extract that exemplifies these issues</p> <p>Ideas expressed clearly and fluently in well structured sentences with few, if any, errors of spelling, punctuation and grammar.</p> <p><b>Level 3 (12-15 marks)</b></p> <p>Clearly identifies at least one issue of the representation of people and/or lifestyle in the extract</p> <p>Shows sound understanding of appropriate representation issues – accurate use of the term 'stereotyping'</p> <p>Offers textual evidence from the extract that exemplifies these issues</p> <p>Ideas expressed with some clarity and fluency; errors of spelling, punctuation and grammar do not obscure meaning.</p> <p><b>Level 2 (6-11 marks)</b></p> <p>Describes aspects of representation in the extract</p>	20	<p><b>Annotation instructions:</b></p> <p>Use the 'S' annotation for no use of the term 'stereotyping'.</p> <p><b>Single tick</b> use of the term stereotype with ineffective representation analysis</p> <p>Single tick stereotyping analysis with no use of the term</p> <p>Single tick representation analysis (e.g. positive and negative representations) with no stereotyping reference</p> <p>Do not tick characterisation or generic conventions - use C</p> <p><b>Double tick</b> effective use of the term stereotype or counter-stereotype or anti-stereotype</p> <p>Candidates should recognize:</p> <ul style="list-style-type: none"> <li>the stereotypical representation of femininity as looking good and dressing fashionably</li> </ul> <p>Other representation issues they might discuss include:</p> <ul style="list-style-type: none"> <li>the racially mixed representation</li> <li>the stereotypical equation of beauty with youth and being able bodied – 43 clearly not being young</li> <li>being heterosexual is the assumed norm</li> <li>celebrities are stereotyped as on a relationship 'merry go round'</li> <li>the extract celebrates consumerism, 'looking good' and being 'in the know'</li> </ul> <p><b>Level 4 answers:</b></p> <p>A series of double ticks for an in-depth discussion of how one group is represented (stereotypically, non-stereotypically, or anti/counter-stereotypically);</p>

Question	Answer	Marks	Guidance
	<p>Shows some limited understanding of representation issues – uses the concept of stereotyping or the term itself</p> <p>Offers some textual evidence from the extract</p> <p>Simple ideas expressed appropriately but possibly with some errors of spelling, punctuation and grammar that obscure meaning.</p> <p><b>Level 1 (0-5 marks)</b></p> <p>Describes some aspects of the extract</p> <p>Shows no or minimal understanding of representation issues – no reference to stereotyping</p> <p>Offers minimal textual evidence from the extract</p> <p>Some simple ideas expressed with errors of spelling, punctuation and grammar that obscure meaning. Writing may also lack legibility.</p>		<p>OR</p> <p>Double ticks across a range of social groups.</p> <p>The specification suggests groups defined by: age, gender, ethnicity, body types, class, region and nationality. The paper also suggests: celebrity. Reward any relevant representation analysis, on or off the list.</p> <p>Answers with effective discussion of ideology as well as the above will usually reach the top of this level. However, an answer <i>can</i> reach full marks without doing this.</p> <p><b>Level 3</b> answers will display a clear understanding of stereotyping.</p> <p><b>14 - 15 marks</b> Double ticks for more than one representation analysis or for analysis of more than one facet of any one group</p> <p><b>12 -13 marks</b> At least one double tick (but very underdeveloped answers may only reach Level 2)</p> <p><b>Level 2</b> answers:</p> <p><b>10 - 11 marks</b> A series of single ticks for the use of 'stereotype' or 'stereotyping', but solely in relation to <i>characterisation</i> (e.g. 'the celebrities are attractive, as is stereotypical')</p> <p><b>8 - 9 marks</b></p> <p>Single ticks for understanding of stereotyping without using the term itself</p> <p>OR</p> <p>Single ticks for representation analysis (e.g. positive and</p>

Question	Answer	Marks	Guidance
			<p>negative representations) with no stereotyping reference</p> <p><b>5 - 7 marks</b></p> <p>Very underdeveloped answers showing some understanding of representation or stereotyping</p> <p><b>Level 1 answers</b> will neither use the term nor the concept of stereotyping. They are likely to describe the extract.</p> <p><b>4 - 5 marks</b> Some textual description</p> <p><b>1 - 3 marks</b> No understanding of representation and very little textual description</p>

Question		Answer	Marks	Guidance
4	(a)	<p><b>Level 4 (12-15 marks)</b></p> <p>Discusses the scheduling of a comedy</p> <p>Precise and accurate use of terminology</p> <p>Shows detailed knowledge of TV or radio channels and scheduling with understanding of how a programme reflects institutional contexts</p> <p>Thorough understanding of how channels use scheduling to reach audiences</p> <p>Ideas expressed clearly and fluently in well-structured sentences with few, if any, errors of spelling, punctuation and grammar.</p> <p><b>Level 3 (9-11 marks)</b></p> <p>Accurately describes and evaluates the scheduling of a comedy</p> <p>Some accurate use of terminology</p> <p>Shows sound knowledge of TV or radio channels and scheduling with some understanding of how a programme reflects institutional contexts</p> <p>Sound understanding of how channels use scheduling to reach audiences</p> <p>Ideas expressed with some clarity and fluency; errors of spelling, punctuation and grammar do not obscure meaning.</p> <p><b>Level 2 (4-8 marks)</b></p> <p>Describes the scheduling of a comedy</p> <p>Limited use of terminology</p> <p>Shows some knowledge of TV or radio channels and scheduling</p>	15	<p><b>Level 4 answers:</b></p> <p>Double ticks for <i>all</i> elements of the question:</p> <ol style="list-style-type: none"> <li>the fit between institution and text</li> <li>the scheduling of the text - both time and day</li> </ol> <p>Answers that discuss other programmes in the schedule or counter-programming can be considered to have addressed both day and time.</p> <p><b>Level 3 answers:</b></p> <p><b>10 - 11 marks</b> Predominantly double ticks but not all elements of the question covered</p> <p><b>9 marks</b> Mix of double and single ticks</p> <p><b>Level 2 answers:</b></p> <p><b>8 marks</b> Some single ticks or one double tick (e.g. for accurate use of 'watershed')</p> <p><b>6 - 7 marks</b> At least one single tick for an attempt to explain scheduling</p> <p><b>5 marks</b> Attempts to explain scheduling - no ticks</p> <p><b>4 marks</b> Complete scheduling information</p> <p>Answers with incomplete scheduling information <i>can</i> reach this band if the answer shows knowledge of scheduling (especially if the scheduling information is vague). They are unlikely to exceed 6 marks unless the scheduling knowledge is very detailed.</p> <p>Vague descriptions of the <i>channel</i> include: 'on the BBC', 'on Sky', or if the channel is not stated but is heavily implied by naming other programmes.</p>

Question		Answer	Marks	Guidance
		<p>Some understanding of how channels use scheduling to reach audiences</p> <p>Simple ideas expressed appropriately but possibly with some errors of spelling, punctuation and grammar that obscure meaning.</p> <p><b>Level 1 (0-3 marks)</b></p> <p>Partially describes the scheduling of a comedy</p> <p>Shows minimal knowledge of TV or radio channels and scheduling</p> <p>Some simple ideas expressed with errors of spelling, punctuation and grammar that obscure meaning. Writing may also lack legibility.</p>		<p>Vague descriptions of the time might include: 'in the evening', 'after the watershed'.</p> <p>Vague descriptions of the day might include: the date of transmission, 'every day' (but do allow 'weekdays', or 'every weekday').</p> <p><b>Level 1</b> answers will attempt to describe scheduling but this will be inaccurate or very incomplete</p> <p>Answers using a text or that is <i>clearly not a comedy programme</i> (e.g. soap operas) can reach low level 2, under the 'best fit' principle.</p> <p>Answers that demonstrate understanding of scheduling but <i>do not apply this understanding to a specific text</i> can also reach low level 2, under the 'best fit' principle, but no higher</p>

Question		Answer	Marks	Guidance
(b)	<p><b>Level 4 (12-15 marks)</b>  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.</p> <p><b>Level 3 (9-11 marks)</b>  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.</p> <p><b>Level 2 (4-8 marks)</b>  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</p>	15	<p><b>Annotation instructions:</b></p> <p><b>Double tick</b> a pleasure established with exemplification - tick the pleasure when first stated, then add the second tick in the same place when satisfied with the exemplification  Do not reward the same pleasure more than once per programme</p> <p><b>Single tick</b> a pleasure with no exemplification  Use <b>P</b> if no pleasures established for a text</p> <p><b>Level 4 answers:</b>  <b>14-15</b> As below, plus a focused discussion of the similarities and/or differences between the pleasures offered by two programmes  <b>12-13</b> Double ticks predominate for analysis of two or more audience pleasures with detailed textual exemplification.</p> <p><b>Level 3 answers</b> must cover two pleasures and two texts:  <b>10 - 11 marks</b> Some double ticks  <b>9 marks</b> Series of single ticks for:  Answers that fail to give specific textual detail but with a sound knowledge of pleasures  OR  Lack of specific detail (such as character description or vague outlines of the texts as a whole).</p> <p>Discussion of different types of comedy (e.g. visual comedy, slapstick comedy, verbal comedy, black comedy, satire) counts as <i>one pleasure</i>, unless the answer touches upon other pleasures in the course of this discussion.</p>	

Question		Answer	Marks	Guidance
		<p><b>Level 1 (0-3 marks)</b>            Describes the text(s)            Some simple ideas expressed with errors of spelling, punctuation and grammar that obscure meaning. Writing may also lack legibility.</p>		<p><b>Level 2</b> answers may only cover one pleasure or one text:  <b>7 - 8 marks</b> Some limited exemplification of at least one pleasure.  <b>5 - 6 marks</b> Some understanding of pleasure(s) with no exemplification  <b>4 marks</b> One pleasure poorly stated, e.g. 'being funny'.              Answers using a text or texts that are <i>clearly not comedy programmes</i> (e.g. soap operas) can reach level 2, but they must discuss pleasures that are offered by comedy programmes.</p> <p><b>Level 1</b> answers will typically describe the text(s).</p>

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