



**GCSE**

**Media Studies**

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

General Certificate of Secondary Education

**Mark Scheme for June 2016**

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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
C	Characterisation or generic conventions (for Question 3)
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

**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	<b>50</b>
Section 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</p> <p>Shows thorough understanding of appropriate generic conventions</p> <p>Ideas and arguments supported by evidence</p> <p>Precise and accurate use of terminology</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 (6–7 marks)</b></p> <p>States two generic features</p> <p>Shows sound understanding of appropriate generic conventions</p> <p>Offers sound textual evidence (at the top)</p> <p>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</p> <p>Shows some understanding of generic conventions</p> <p>Offers some textual evidence (at the top)</p> <p>Simple ideas expressed appropriately but possibly with some errors of spelling, punctuation and grammar that obscure meaning.</p> <p><b>Level 1 (0–2 marks)</b></p> <p>Describes some aspects of the text</p> <p>Some simple ideas expressed with errors of spelling, punctuation and grammar that obscure meaning. Writing may also lack legibility.</p>	10	<p><b>Annotation instructions:</b></p> <p><b>Tick bottom of page</b> if no conventions – do not tick elsewhere in this case</p> <p><b>Single tick</b> any conventions mentioned in passing</p> <p><b>Double tick</b> any convention clearly established as a convention</p> <p><b>Level 4</b> answers will <i>explain two</i> conventions with <i>exemplification</i>. Use of <i>terminology</i>, such as 'direct address' and 'generic convention' will lift an answer with two conventions into this band.</p> <p>Answers in this band will be clear about conventionality.</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 very brief and may not suggest generic typicality</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>

Question		Answer	Marks	Guidance
				<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> <p>Examples of conventional features:</p> <ul style="list-style-type: none"> <li>• front cover dominated by an image of a celebrity or model (but not eye contact)</li> <li>• chatty editor's letter</li> <li>• direct address</li> <li>• hybridity of contents</li> <li>• aspirational tone</li> </ul> <p>Accept 'eye contact' as this is nearly established.</p>
2		<p><b>Level 4 (16–20 marks)</b>  Comprehensive range of examples (all bullet points accurate)  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>  Comprehensive range of examples (all bullet points attempted)  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>	20	<p><b>Annotation instructions:</b>  <b>Use NE or CON where there is no example or no connotation analysis. Do not tick if the example or connotation is completely missing.</b></p> <p><b>Single tick</b></p> <ul style="list-style-type: none"> <li>• any specific example with limited connotation analysis</li> <li>• effective connotation analysis where the example is a little vague</li> </ul> <p><b>Double tick</b> any specific example that comes with an effective connotation analysis.</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</p>

Question		Answer	Marks	Guidance
		<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 of the band) Some 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>Attempts one or two bullet points Describes some aspects of the extract Some simple ideas expressed with errors of spelling, punctuation and grammar that obscure meaning. Writing may also lack legibility.</p>		<p><b>Level 3 answers:</b></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 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 two single ticks and one double tick across three bullets (or may be double ticks for two bullets).</p> <p><b>10 marks</b> An answer with a single tick for at least 3 bullets</p> <p><b>9 marks</b> An answer with a single tick for 2 bullets plus an attempt at a third</p> <p><b>8 marks</b> An answer with at least a single tick for 1 bullet plus an attempt at two others</p> <p><b>7 marks</b> No ticks, but one or more examples given without connotation – maximum mark if only two bullets are attempted</p> <p><b>6 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 – maximum mark if only one bullet is attempted</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>Look for specific examples. The following are <b>not</b> specific examples, but show level 2 understanding of the media</p>

Question		Answer	Marks	Guidance
				<p>language element:        - 'the layout is very attractive'        - 'there is a variety of typography used'        - 'the colours are very bright'        - 'the language is informal'</p> <p>Do not double tick examples where it is not completely clear which part of the extract is being analysed, but single tick where this is heavily implied.</p> <p><b>Layout</b>  <b>Accept:</b>        Asymmetrical layout for the front cover, 'editor's letter', 'on this day' and 'month in the country' pages, and either symmetrical or asymmetrical layout for the content pages        Relatively ordered layout with some disruptive elements        Uncluttered layout        Any other relevant point</p> <p><b>Typography</b>        Discussing font colour is acceptable, but does not constitute detailed analysis.  <b>Accept:</b>        Mix of serif and sans serif fonts throughout        Dominance of serif fonts for the copy on the inside pages        Mix of serif and sans serif fonts for the headings        The font for the titlepiece 'Countryfile' is bold and emphatic        Any other relevant point  <b>Do not accept:</b>        Serif (or sans serif) fonts 'throughout'.</p>

Question		Answer	Marks	Guidance
				<p><b>Colour</b>            Candidates can usually identify colours, so reward sophistication of connotative analysis.</p> <p><b>Language</b>  <b>Accept:</b>            Relatively formal language for the genre            Hyperbole            Use of direct address and personal pronouns            The language positions the audience as a country-lover            Any other relevant point</p>
3		<p><b>Level 4 (16–20 marks)</b>            Discusses a range of representation issues 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.</p> <p><b>Level 3 (12–15 marks)</b>            Clearly identifies at least one representation issue 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            Ideas expressed with some clarity and fluency; errors of spelling, punctuation and grammar do not obscure meaning.</p>	20	<p><b>Annotation instructions:</b>            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><b>Single tick</b> stereotyping analysis with no use of the term</p> <p><b>Single tick</b> representation analysis (e.g. positive and negative representations) with no stereotyping reference</p> <p><b>Do not tick</b> 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><b>Level 4 answers</b>  <b>16 - 20 marks</b>            A series of double ticks for an in-depth discussion of how one group is represented (stereotypically, non-stereotypically, or anti/counter-stereotypically);            OR            Double ticks across a range of social groups.</p>

Question		Answer	Marks	Guidance
		<p><b>Level 2 (6–11 marks)</b>            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.</p> <p><b>Level 1 (0–5 marks)</b>            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.</p>		<p>The specification suggests groups defined by: age, gender, ethnicity, body types, class, region and nationality. The paper also suggests: country people, farmers and the country. Reward any relevant representation analysis, on or off the list.</p> <p>Answers with ideology analysis are likely to reach the top of this level. However, an answer <i>can</i> reach full marks without doing this. Using the word 'ideology' does not automatically mean the answer reaches level 4.</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> or <i>generic conventions</i>.</p> <p><b>8 - 9 marks</b>            Single ticks for understanding of stereotyping without using the term itself (e.g. 'the farmer is male and white')            OR            Single ticks for representation analysis (e.g. positive and negative representations) with no stereotyping reference</p> <p><b>6 - 7 marks</b>            Very underdeveloped answers showing some understanding of representation or stereotyping</p>

Question		Answer	Marks	Guidance
				<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> <p>Candidates might comment on:</p> <ul style="list-style-type: none"> <li>• the stereotypical representation of women shoppers</li> <li>• the stereotypical representation of 'the country's favourite farmer' as male and white and middle aged</li> <li>• the contrasting representation of the female farmer (looking into the distance and gathering wildlife) with the male farmer (with his livestock)</li> <li>• the stereotypical representation of country people as traditional, folkloric, or living in tight-knit communities</li> <li>• the stereotypical representation of the country as beautiful, as an escape, as a dream place.</li> </ul> <p>For ideology, reward any attempt to explicitly analyse the valuing of the rural, the traditional or the folkloric. Candidates might discuss patriarchal representations.</p>
4	(a)	<p><b>Level 4 (12-15 marks)</b></p> <p>Discusses the scheduling of two comedies</p> <p>Precise and accurate use of terminology</p> <p>Shows detailed knowledge of TV or radio channels and scheduling with understanding of how programmes reflect institutional contexts</p> <p>Thorough understanding of how channels use scheduling to reach audiences</p>	15	<p><b>Annotation instructions:</b></p> <p><b>Tick</b> the box to show all three of day/time/channel</p> <p>Use T (no time), N0 (no channel), or ND (no day) to show missing element in the box (delete if found later in the answer)</p> <p><b>Double tick</b> explanations showing clear institutional knowledge or knowledge of scheduling</p>

Question		Answer	Marks	Guidance
		<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 two comedies</p> <p>Some accurate use of terminology</p> <p>Shows sound knowledge of TV or radio channels and scheduling with some understanding of how programmes reflect 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 two comedies</p> <p>Limited use of terminology</p> <p>Shows some knowledge of TV or radio channels and scheduling</p> <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>Single tick</b> weaker explanations (e.g. in terms of audience habits)</p> <p>Answers that discuss scheduling other than that stated in the box (e.g. scheduling on a variety of channels or historical scheduling information) should only be rewarded insofar as they throw light on the scheduling stated in the box.</p> <p><b>Level 4 answers:</b></p> <p>Double ticks for <i>all</i> elements of the question:</p> <ul style="list-style-type: none"> <li>• the fit between institution and text</li> <li>• the scheduling of the text - both time and day</li> </ul> <p>However, answers can reach level 4 with a single tick for one element for one text.</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>

Question		Answer	Marks	Guidance
		<p><b>Level 1 (0-3 marks)</b></p> <p>Partially describes the scheduling of one or two comedies</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>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> <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>Answers with only one text cannot reach further than level 2.</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 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></p> <p>Shows detailed knowledge of audience pleasures Thorough understanding of how a programme offers 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></p> <p>Shows sound knowledge of different audience pleasures Sound understanding of how a programme offers 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></p> <p>Shows knowledge of one or two audience pleasures Basic understanding of how a 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 <b>Single tick</b> a pleasure with no exemplification Use P if no pleasures established for a text</p> <p><b>Level 4 answers:</b> Double ticks predominate for analysis of several audience pleasures with detailed textual exemplification.</p> <p><b>Level 3 answers</b> must cover two pleasures, including one that clearly moves beyond 'making the audience laugh': <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 text 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 a text            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:  <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 that is <i>clearly not a comedy programme</i> (e.g. a soap opera) can reach level 2, but they must discuss pleasures that are offered by comedy programmes.  <b>Level 1</b> answers will typically describe the text.</p>

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