

**GCSE**

**Media Studies**

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

General Certificate of Secondary Education

**Mark Scheme for June 2018**

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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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## Annotations

Annotation	Meaning
	Only 3 bullets
	Unclear
	Characterisation or generic conventions (for Question 3)
	No connotation
	Incorrect point (use carefully)
	No channel
	No example
	No pleasures
	No 'Stereotype'
	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
<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 using appropriate terminology
- Q2 20 marks** AO2 textual analysis using appropriate terminology
- Q3 7 marks** AO1 knowledge of representation issues:  
**13 marks** AO2 textual analysis using appropriate terminology
- 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 using appropriate terminology

Question	Answer	Marks	Guidance
1	<p><b>Level 4 (8–10 marks)</b> 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> States two generic features Shows sound understanding of appropriate generic conventions Offers sound textual evidence (at the top) 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> States at least one generic feature Shows some understanding of generic conventions Offers some textual evidence (at the top) Simple ideas expressed appropriately but possibly with some errors of spelling, punctuation and grammar that obscure meaning.</p>	10	<p><b>Annotation instructions:</b></p> <ul style="list-style-type: none"> <li>• Tick bottom of page if no conventions – do not tick elsewhere in this case</li> <li>• <b>Single tick</b> any conventions mentioned in passing</li> <li>• <b>Double tick</b> any convention clearly established as a convention</li> </ul> <p><b>Level 4</b> (8 - 10 marks) answers will <i>explain two</i> conventions with <i>exemplification</i>. Accurate use of <i>terminology</i>, such as ‘convention’ and ‘direct address’ will lift an answer with two well-explained conventions into the top of the band. Answers in this band will be clear about conventionality.</p> <p><b>Level 3</b> answers will <i>identify two</i> conventional elements. At the bottom of the band this identification may be very brief and may not suggest generic typicality 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 Answers that offer textual evidence or any sense of understanding generic conventions should reach the top 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.</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> <p>Examples of conventional features:</p> <ul style="list-style-type: none"> <li>• front cover dominated by an image of a celebrity or model</li> <li>• personal editor’s letter</li> <li>• linguistic direct address</li> </ul>

Question	Answer	Marks	Guidance
	<p><b>Level 1 (0–2 marks)</b> Describes some aspects of the text Some simple ideas expressed with errors of spelling, punctuation and grammar that obscure meaning. Writing may also lack legibility.</p>		<ul style="list-style-type: none"> <li>• direct address by eye contact from the front cover model/celebrity</li> <li>• hybridity of contents</li> <li>• aspirational tone</li> </ul>
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></p> <ul style="list-style-type: none"> <li>• <b>Do not tick</b> if the example or connotation is completely missing.</li> <li>• <b>Use NE</b> where there is <b>no example</b>.</li> <li>• <b>Use CON</b> where there is <b>no connotation analysis</b>.</li> <li>• <b>Single tick</b> <ul style="list-style-type: none"> <li>○ any specific example with limited connotation analysis (e.g. an effect on the audience that implies a connotation)</li> <li>○ effective connotation analysis where the example is a little vague</li> </ul> </li> <li>• <b>Double tick</b> any specific example that comes with an effective connotation analysis.</li> </ul> <p>See the appendix for the following in tabular form.</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.  <b>17-20 marks</b> An answer with two double ticks for 4 bullets; if all level 4 criteria are met, give 20 marks  <b>16 marks</b> An answer with two double ticks for 3 bullets and one double tick for 1 bullet</p> <p><b>Level 3</b> answers:  <b>15 marks</b> An answer with two double ticks for 2 bullets and one double tick for 2 bullets</p>

Question	Answer	Marks	Guidance
	<p><b>Level 2 (6–11 marks)</b>            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>            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>14 marks</b> An answer with two double ticks for 1 bullet and one double tick for 3 bullets  <b>13 marks</b> An answer with a double tick for 4 bullets  <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>  <b>11 marks</b> An answer with a double tick for 2 bullets plus a single tick for a third bullet.  <b>10 marks</b> An answer with a double tick for 1 bullet plus a single tick for two bullets.  <b>9 marks</b> An answer with at least a single tick for at least 3 bullets  <b>8 marks</b> An answer with at least a single tick for 2 bullets plus an attempt at a third  <b>7 marks</b> An answer with at least a single tick for 1 bullet plus an attempt at two others  <b>6 marks</b> No ticks, but one or more examples given without connotation</p> <p><b>Level 1 answers:</b>  <b>5 marks</b> No ticks – no examples but understands the terms used to describe at least two bullets  <b>4 marks</b> No examples but understands one bullet  <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 language element:</p> <ul style="list-style-type: none"> <li>- 'the layout is very attractive'</li> <li>- 'there is a variety of typography used'</li> <li>- 'the colours are very bright'</li> <li>- 'the language is informal'</li> </ul>

Question	Answer	Marks	Guidance
			<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 'editor's letter' page, and either symmetrical or asymmetrical layout for the front cover and content pages with any relevant connotation            Relatively ordered OR uncluttered layout connotes sophistication, confidence, elegance etc.            Spacious layout with relatively high proportion of white space connotes coolness, classic status, elegance, etc.            Any other relevant point</p> <p><b>Typography</b>            Discussing font colour is acceptable, but does not constitute detailed analysis.</p> <p><b>Accept:</b>            Use of all serif fonts on the front cover (with one exception – 'NET-A-PORTER' – but do not require this to be noticed) OR use of serif fonts for the copy on the inside pages connotes formality and seriousness            Mix of serif and sans serif fonts for the headings on the inside pages connotes formality tempered by informality, lightness, openness etc.            The font for the titlepiece 'PORTER' is stylised, and elegant, connoting sophistication            Handwritten signature on editor's letter page connotes a personal relationship            Drop capital on editor's letter page connotes the privileged importance of this feature            Any other relevant point</p>

Question	Answer	Marks	Guidance
			<p><b>Do not accept:</b> Serif (or sans serif) fonts 'throughout'.</p> <p><b>Colour</b> Candidates can usually identify colours, so reward sophistication of connotative analysis.</p> <p><b>Language</b></p> <p><b>Accept:</b> Relatively formal language for the genre connotes adulthood, sophistication etc. Some use of direct address, e.g. 'The smart buys to take you from winter to spring, 'You can shop everything you see on the pages of PORTER' connotes caring, personal connection, understanding Use of personal language in the editor's letter – 'having just returned from a much-needed week away with my family in Marrakesh' – connotes a glimpse into an aspirational lifestyle Some use of imperatives, e.g. "Refresh the classic spring-time dress, 'Step comfortably into the twilight hours in this sports-luxe footwear' connotes advice and support The language positions the audience as fashion-conscious, women-focused, aspirational, and consumerist, connoting the modern 'have-it-all' woman Any other relevant point</p>

Question	Answer	Marks	Guidance
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> <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.</p>	20	<p><b>Annotation instructions:</b></p> <ul style="list-style-type: none"> <li>• Use the ‘<b>S</b>’ annotation for no use of the term ‘stereotyping’.</li> <li>• <b>Single tick</b> use of the term stereotype with ineffective representation analysis</li> <li>• <b>Single tick</b> stereotyping analysis with no use of the term</li> <li>• <b>Single tick</b> representation analysis (e.g. positive and negative representations) with no stereotyping reference</li> <li>• <b>Do not tick</b> characterisation or generic conventions - use C</li> <li>• <b>Double tick</b> effective use of the term stereotype or counter-stereotype or anti-stereotype</li> </ul> <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 (or shopping) is represented (stereotypically, non-stereotypically, or anti/counter-stereotypically);  OR  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 question also suggests ‘shopping’. 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.</p> <p><b>Level 3 answers will display a clear understanding of stereotyping.</b>  <b>14 - 15 marks</b> Double ticks for effective analysis of either two groups or two facets of one group  <b>12 -13 marks</b> At least one double tick for effective analysis of one group (very underdeveloped answers may only reach Level 2)</p>

Question	Answer	Marks	Guidance
	<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> 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><b>Level 2 answers:</b> <b>10 - 11 marks</b> A series of single ticks for EITHER clear understanding of representation without using the term stereotyping OR less effective analysis using the term ‘stereotype’ or ‘stereotyping’ <b>8 - 9 marks</b> Single ticks for less effective analysis of representation without using the term stereotyping <b>6 - 7 marks</b> 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. <b>4 - 5 marks</b> Some textual description with some use of terminology <b>1 - 3 marks</b> Some textual description</p> <p>Candidates might comment on:</p> <ul style="list-style-type: none"> <li>• the stereotypical equation of feminine beauty with youth and slimness</li> <li>• the stereotypical equation of femininity and shopping</li> <li>• the stereotypically white representation of beauty in the extract but the celebration of Beyoncé’s ‘African-American struggle’</li> <li>• the anti-stereotypical celebration of women as workers</li> <li>• the stereotypical representation of shopping as a means of keeping up to date, fulfilling desires, and maintaining ‘the art of style’</li> <li>• any other representation analysis</li> </ul> <p>For ideology, reward analysis of consumerism, celebrity culture, patriarchy, feminism, and any other relevant attempt at ideological analysis</p>

Question		Answer	Marks	Guidance
4	(a)	<p><b>Level 4 (12-15 marks)</b>  Discusses the scheduling of two comedies in detail  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.</p> <p><b>Level 3 (9-11 marks)</b>  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.</p>	15	<p><b>Annotation instructions:</b></p> <ul style="list-style-type: none"> <li>• <b>Double tick</b> explanations clearly linking target audience to channels and/or scheduling</li> <li>• <b>Single tick</b> explanations of scheduling that do not link to target audience or this link is vague or unclear</li> </ul> <p>The target audience may be defined in many different ways such as mass or niche audiences, the latter by age, by gender, by class, by race and ethnicity, and so on, or in terms of the audience implied by the channel's ethos.</p> <p><b>Level 4 (12-15 marks)</b>  The answer explains the fit between the text, the scheduling, and the channel's target audience for both programmes (i.e. at least one double tick for each programme).</p> <p><b>Level 3 answers:</b>  Explain the scheduling of two programmes on different channels, but do not adequately explain target audience.  <b>10 - 11 marks</b> Effective explanation that does not fully link to target audiences (e.g. only discusses target audience for one programme)  <b>9 marks</b> Explanation of the scheduling of two programmes with no link to target audiences</p> <p><b>Level 2 answers:</b>  <b>8 marks</b> At least two single ticks  <b>6 - 7 marks</b> At least one single tick for an attempt to explain scheduling  <b>5 marks</b> Attempts to explain scheduling - no ticks  <b>4 marks</b> Accurately identifies the scheduling channels for two programmes with little or no explanation</p>

Question	Answer	Marks	Guidance
	<p><b>Level 2 (4-8 marks)</b>            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.</p> <p><b>Level 1 (0-3 marks)</b>            Partially describes the scheduling of at least one comedy            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.</p>		<p>Answers only covering one programme with good explanations of scheduling and target audience can reach the top of Level 2 under the 'best fit' principle. 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><b>Level 1</b> answers will attempt to describe scheduling but this will be inaccurate, vague, or only accurately describe the scheduling of one programme</p>
(b)	<p><b>Level 4 (12-15 marks)</b>            Shows detailed knowledge of audience pleasures            Thorough understanding of how one 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>	15	<p><b>Annotation instructions:</b></p> <ul style="list-style-type: none"> <li>• <b>Double tick</b> an exemplified pleasure that is discussed in terms of repetition and/or variation</li> <li>• <b>Single tick</b> an exemplified pleasure with no reference to repetition and/or variation</li> <li>• Use <b>P</b> if no pleasures established for a text</li> </ul> <p>Do not reward the same pleasure more than once</p>

Question	Answer	Marks	Guidance
	<p><b>Level 3 (9-11 marks)</b> Shows sound knowledge of different audience pleasures Sound understanding of how one 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> Shows knowledge of one or two audience pleasures Basic understanding of how 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> <p><b>Level 1 (0-3 marks)</b> Description Some simple ideas expressed with errors of spelling, punctuation and grammar that obscure meaning. Writing may also lack legibility.</p>		<p><b>Level 4</b> answers will explain and textually exemplify <b>two or more</b> audience pleasures with a link to repetition and/or variation <b>14 - 15 marks</b> Effective discussion of two or more pleasures created by repetition and/or variation <b>12 - 13 marks</b> Some discussion linking repetition and/or variation to one or two audience pleasures</p> <p><b>Level 3</b> answers will explain and textually exemplify <b>two</b> pleasures but may not explain repetition and variation <b>10 - 11 marks</b> Explanation and exemplification of two pleasures <b>9 marks</b> Explanation and exemplification of one pleasure, with at least a reference to a second pleasure</p> <p><b>Level 2</b> answers may only cover <b>one</b> pleasure or may identify <b>two</b> pleasures without exemplification <b>7 - 8 marks</b> Some discussion of one pleasure with textual exemplification or two pleasures without exemplification <b>5 - 6 marks</b> Some discussion of one pleasure with limited textual exemplification <b>4 marks</b> One pleasure poorly stated, e.g. 'being funny'.</p> <p>Answers using a text that is <i>clearly not a comedy programme</i> (e.g. a soap opera) can reach low 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.</p>

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