

GCE

Media Studies

Advanced Subsidiary GCE

Unit **G322**: Key Media Concepts (Television Drama)

Mark Scheme for June 2014

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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.

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

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Annotations

| Number | Annotation | Name | Meaning |
|--------|---|--------------|------------------------------------|
| 1 |  | Tick | Tick |
| 2 |  | Cross | Cross |
| 3 |  | ? | Unclear |
| 4 |  | ^ | Omission mark |
| 5 |  | T | Terminology |
| 6 |  | EG | Use of Examples |
| 7 |  | A | Explanation, Argument and Analysis |
| 8 |  | NAR | Lengthy narrative, description |
| 9 |  | Not Relevant | Expandable vertical wavy line |
| 10 |  | R | Rubric |
| 11 | BP | Blank Page | Blank Page |

Subject-specific Marking Instructions

The purpose of these Units is to firstly assess candidates' media textual analysis skills and their understanding of the concept of representation using a short moving image extract (AO1 and AO2); secondly to assess candidates' knowledge of media institutions and their production processes, distribution strategies, use of technologies and related issues concerning audience reception and consumption of media texts (AO1 and AO2).

| Question | Answer | Marks | Guidance |
|----------|---|-------|---|
| 1 | <p>Level 4</p> <p><u>Explanation/analysis/argument</u> (16-20 marks)</p> <ul style="list-style-type: none"> • Shows excellent understanding of the task • Excellent understanding of the way that technical aspects are used to construct the extract's representations • Clearly relevant to set question <p><u>Use of examples</u> (16-20 marks)</p> <ul style="list-style-type: none"> • Offers frequent textual analysis from the extract – award marks to reflect the range and appropriateness of examples • Offers a full range of examples from each technical area • Offers examples which are clearly relevant to the set question <p><u>Use of terminology</u> (8-10 marks)</p> <ul style="list-style-type: none"> • Use of terminology is relevant and accurate <p>Complex issues have been expressed clearly and fluently. 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> | 50 | <p>Candidates will be assessed on their ability to understand how representations are constructed in a media text through the analysis of different technical areas. Assessment will take place across three criteria:</p> <ul style="list-style-type: none"> • Explanation/analysis/argument (20 marks) AO1 Specific • Use of examples (20 marks) AO2 Specific • Use of terminology (10 marks) AO1 Specific <p>Candidates' work should be judged on each of these criteria individually and marks awarded according to the level attained. It should be noted that it is possible for a candidate to achieve a different level for each assessment criterion.</p> |

| Question | Answer | Marks | Guidance |
|----------|---|-------|----------|
| | <p>Level 3</p> <p><u>Explanation/analysis/argument</u> (12-15 marks)</p> <ul style="list-style-type: none"> • Shows proficient understanding of the task • Proficient understanding of the way that technical aspects are used to construct the extract's representations • Mostly relevant to set question <p><u>Use of examples</u> (12-15 marks)</p> <ul style="list-style-type: none"> • Offers consistent textual evidence from the extract • Offers a range of examples (at least three technical areas covered) • Offers examples which are mostly relevant to the set question <p><u>Use of terminology</u> (6-7 marks)</p> <ul style="list-style-type: none"> • Use of terminology is mostly accurate <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> | | |

| Question | Answer | Marks | Guidance |
|----------|---|-------|----------|
| | <p>Level 2</p> <p><u>Explanation/analysis/argument</u> (8-11 marks)</p> <ul style="list-style-type: none"> • Shows basic understanding of the task • Basic understanding of the way that technical aspects are used to construct the extract's representations • Some relevance to set question <p><u>Use of examples</u> (8-11 marks)</p> <ul style="list-style-type: none"> • Offers some textual evidence from the extract • Offers a partial range of examples (at least two technical areas covered) • Offers examples with some relevance to the set question <p><u>Use of terminology</u> (4-5 marks)</p> <ul style="list-style-type: none"> • Some terminology used, although there may be some inaccuracies <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 | Guidance |
|----------|---|-------|----------|
| | <p>Level 1</p> <p><u>Explanation/analysis/argument</u> (0-7 marks)</p> <ul style="list-style-type: none"> • Shows minimal understanding of the task • Minimal understanding of the way that technical aspects are used to construct the extract's representations • Of minimal relevance to set question or a very brief response <p><u>Use of examples</u> (0-7 marks)</p> <ul style="list-style-type: none"> • Offers minimal textual evidence from the extract • Offers examples of minimal relevance to the set question <p><u>Use of terminology</u> (0-3 marks)</p> <ul style="list-style-type: none"> • Minimal or frequently inaccurate use of appropriate terminology <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 | Guidance |
|----------|--|-------|---|
| 2 | <p>Level 4</p> <p><u>Explanation/analysis/argument</u> (16-20 marks)</p> <ul style="list-style-type: none"> • Shows excellent understanding of the task • Excellent knowledge and understanding of institutional/audience practices – factual knowledge is relevant and accurate • A clear and developed argument, substantiated by detailed reference to case study material • Clearly relevant to set question <p><u>Use of examples</u> (16-20 marks)</p> <ul style="list-style-type: none"> • Offers frequent evidence from case study material – award marks to reflect the range and appropriateness of examples • Offers a full range of examples from case study and own experience • Offers examples which are clearly relevant to the set question <p><u>Use of terminology</u> (8-10 marks)</p> <ul style="list-style-type: none"> • Use of terminology is relevant and accurate <p>Complex issues have been expressed clearly and fluently. 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> | 50 | <p>Candidates should be given credit for their knowledge and understanding, illustrated through case study material, in any of these areas; there is no requirement that they should all be covered equally. Examiners should also be prepared to allow points, examples and arguments that have not been considered if they are relevant and justified.</p> <ul style="list-style-type: none"> • Explanation/analysis/argument (20 marks) AO1 Specific • Use of examples (20 marks) AO2 Specific • Use of terminology (10 marks) AO1 Specific |

| Question | Answer | Marks | Guidance |
|----------|---|-------|----------|
| | <p>Level 3</p> <p><u>Explanation/analysis/argument</u> (12-15 marks)</p> <ul style="list-style-type: none"> • Shows proficient understanding of the task • Proficient knowledge and understanding of institutional/audience practices – factual knowledge is mostly accurate • Some developed argument, supported by reference to case study material • Mostly relevant to set question <p><u>Use of examples</u> (12-15 marks)</p> <ul style="list-style-type: none"> • Offers consistent evidence from case study material • Offers a range of examples from case study and own experience • Offers examples which are mostly relevant to the set question <p><u>Use of terminology</u> (6-7 marks)</p> <ul style="list-style-type: none"> • Use of terminology is mostly accurate <p>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> | | |

| Question | Answer | Marks | Guidance |
|----------|---|-------|----------|
| | <p>Level 2</p> <p><u>Explanation/analysis/argument</u> (8-11 marks)</p> <ul style="list-style-type: none"> • Shows basic understanding of the task • Basic knowledge and understanding of institutional/audience practices – factual knowledge will have some accuracy • Basic argument evident, with some reference to case study material • Some relevance to set question <p><u>Use of examples</u> (8-11 marks)</p> <ul style="list-style-type: none"> • Offers some evidence from case study material • Offers a partial range of examples from case study and own experience • Offers examples of some relevance to the set question <p><u>Use of terminology</u> (4-5 marks)</p> <ul style="list-style-type: none"> • Some terminology used, although there may be some inaccuracies <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 | Guidance |
|----------|--|-------|----------|
| | <p>Level 1</p> <p><u>Explanation/analysis/argument</u> (0-7 marks)</p> <ul style="list-style-type: none"> • Shows minimal understanding of the task • Minimal knowledge and understanding of institutional/audience practices – general opinions or assertions predominate • Minimal argument evident, with little reference to case study material • Of minimal relevance to set question or a very brief response <p><u>Use of examples</u> (0-7 marks)</p> <ul style="list-style-type: none"> • Offers minimal use of case study material • Offers a limited range, or inappropriate examples • Offers examples of minimal relevance to set question <p><u>Use of terminology</u> (0-3 marks)</p> <ul style="list-style-type: none"> • Minimal or frequently inaccurate use of appropriate terminology <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> | | |

APPENDIX 1**Section A**

Candidates should be prepared to analyse and discuss the following: technical aspects of the language and conventions of the moving image medium, in relation to the unseen moving image extract, as appropriate to the genre and extract specified, in order to discuss the sequence's representation of individuals, groups, events or places. These may be selected from the following:

Camera Shots, Angle, Movement and Composition

- Shots: establishing shot, master shot, close-up, mid-shot, long shot, wide shot, two-shot, aerial shot, point of view shot, over the shoulder shot, and variations of these.
- Angle: high angle, low angle, canted angle.
- Movement: pan, tilt, track, dolly, crane, steadicam, hand-held, zoom, reverse zoom.
- Composition: framing, rule of thirds, depth of field – deep and shallow focus, focus pulls.

Editing

Includes transition of image and sound – continuity and non-continuity systems.

- Cutting: shot/reverse shot, eye-line match, graphic match, action match, jump cut, crosscutting, parallel editing, cutaway; insert.
- Other transitions, dissolve, fade-in, fade-out, wipe, superimposition, long take, short take, slow motion, ellipsis and expansion of time, post-production, visual effects.

Sound

- Diegetic and non-diegetic sound; synchronous/asynchronous sound; sound effects; sound motif, sound bridge, dialogue, voiceover, mode of address/direct address, sound mixing, sound perspective.
- Soundtrack: score, incidental music, themes and stings, ambient sound.

Mise-en-Scène

- Production design: location, studio, set design, costume and make-up, properties, lighting; colour and design.

Candidates' work should be judged on each of these criteria individually and marks awarded according to the level attained. It should be noted that it is possible for a candidate to achieve a different level for each assessment criterion.

Section B

Topic Headings – these are general issues, which may be raised by the question set.

Film

A study of a specific studio or production company within a contemporary film industry that targets a British audience (eg Hollywood, Bollywood, UK film), including its patterns of production, distribution, exhibition and consumption by audiences. This should be accompanied by study of contemporary film distribution practices (digital cinemas, DVD, HD-DVD, downloads, etc) and their impact upon production, marketing and consumption.

Music

A study of a particular record label within the contemporary music industry that targets a British audience, including its patterns of production, distribution, marketing and consumption by audiences. This should be accompanied by study of the strategies used by record labels to counter the practice of file sharing and their impact on music production, marketing and consumption.

Newspapers

A study of the contemporary newspaper market in the UK and the ways in which technology is helping to make newspapers more efficient and competitive despite dwindling audiences. This should be accompanied by study of a specific online version of a national/local newspaper and the issues that are raised for the production, distribution and consumption of news.

Radio

A study of a particular station or media group within the contemporary radio industry that targets a British audience, examining its various production, distribution and exhibition practices, as well as audience consumption. This should be accompanied by study of the impact of DAB and internet broadcasting on radio production practices, marketing and (British) audience consumption.

Magazines

A study of a successful magazine within the contemporary British magazine market, including its patterns of production, distribution, marketing and consumption by audiences. This should be accompanied by study of the use of online magazine editions and the issues that they raise for the production, marketing and consumption of a magazine brand.

Video games

A study of the production, distribution and marketing of a specific game within one or across various gaming platforms, along with its reception by a variety of (British) audiences. This should be accompanied by study of the impact of next generation capabilities (HD, Blu-Ray, online services etc) on the production, distribution, marketing and consumption of games.

The above list is not intended to be exhaustive. It is acknowledged that most media industries are characterised by cross-media strategies, production and promotion; candidates will be expected to focus on a particular medium but should make reference to related media where relevant.

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