



SPECIMEN

**Advanced Subsidiary GCE
MEDIA STUDIES**

G322 QP

Unit G322: Key Media Concepts (TV Drama)

Specimen Paper

Morning/Afternoon

Time: 2 hours

Additional Materials: Answer Booklet (16 pages)



INSTRUCTIONS TO CANDIDATES

- Answer **all** the questions.

INFORMATION FOR CANDIDATES

- The number of marks for each question is given in brackets [] at the end of each question or part of question.
- The total number of marks for this paper is **100**

ADVICE TO CANDIDATES

- Read each question carefully and make sure you know what you have to do before starting your answer.
- The quality of written communication will be taken into account in assessing your work.

This document consists of **4** printed pages.

Answer **all** questions.

Section A: Textual Analysis and Representation (Unseen moving image extract)

- You will be allowed two minutes to read the question for Section A before the extract is screened.
- The extract will be screened **four** times.
- **First screening:** watch the extract; no notes are to be made this time.
- **Second screening:** watch the extract and make notes.
- There will be a brief break for note-making.
- **Third and fourth screening:** watch the extract and make notes.
- Your notes for Section A are to be written in the answer booklet provided and must be handed in at the end of the examination. Rule a diagonal line through your notes afterwards.

Extract: **The Chase (BBC/Rollem Productions) Episode 1, Series 1** written by Kay Mellor, dir. Jamie Payne

Extract length: 5 minutes max. Timing of extract: First 5 minutes of Episode 1.

Answer the question below, **with detailed reference to specific examples** from the extract only.

Please note this extract is not available for purchase from OCR. Copies of this episode need to be purchased commercially.

- 1 Discuss the ways in which the extract constructs representations of gender using the following:
- Camera shots, angles, movement and composition
 - Editing
 - Sound
 - Mise-en-scene

[50]

Section B: Institutions and Audiences

Answer the question below, making detailed reference to examples from your case study material to support points made in your answer.

- 2 Discuss the issues raised by an institution's need to target specific audiences within a media industry which you have studied.

[50]

Total [100]

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Sources

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OXFORD CAMBRIDGE AND RSA EXAMINATIONS

Advanced Subsidiary GCE

MEDIA

G322

Unit G322: Key Media Concepts (TV Drama)

Specimen Mark Scheme

The maximum mark for this paper is 100.

The unit is marked out of a total of 100. Each question is marked out of a total of 50 marks.

Question Number	Answer	Max Mark
1.	<p>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 unseen moving image extract (AO1 and AO2); secondly to assess candidates' knowledge and 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).</p> <p>Section A: Textual Analysis and Representation (Unseen moving image extract)</p> <p>Discuss the ways in which the extract constructs representations of gender using the following:</p> <ul style="list-style-type: none"> • Camera shots, angles, movement and composition • Editing • Sound • Mise- en-scene <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> <p>General Mark Scheme</p> <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 the technical aspects used in the extract – general knowledge level • Minimal discussion of the extract's representations, with no attempt to link to textual analysis • Of minimal relevance to set question or a brief response (under one and a half sides of answer booklet) 	(50)

Question Number	Answer	Max Mark
	<p><u>Use of examples</u> (0-7 marks)</p> <ul style="list-style-type: none"> • Offers minimal textual evidence from the extract • Offers a limited range of examples (only one technical area covered) • 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>	
	<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 the technical aspects used in the extract • Some discussion of the extract's representations, with some attempt to link these to textual analysis • 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> <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 the technical aspects used in the extract • Proficient discussion of the extract's representations, mostly linked to textual analysis • Mostly relevant to set question 	

Question Number	Answer	Max Mark
	<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 straight forward 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> <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 the technical aspects used in the extract • Excellent discussion of the extract's representations, clearly linked to textual analysis • 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 using a style of writing appropriate to the complex subject matter. 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>	

Question Number	Answer	Max Mark
2	<p>Section B: Institutions and Audiences</p> <p>Discuss the issues raised by institutions' need to target specific audiences within a media industry which you have studied.</p> <p>Candidates will be assessed on their ability to illustrate patterns of production, distribution, exchange and consumption through relevant case study examples and their own experiences.</p> <p>Candidates may cover the following material in their responses to the question:</p> <ul style="list-style-type: none"> • Production practices which allow texts to be constructed for specific audiences • Distribution and marketing strategies to raise audience awareness of specific products or types of products • The use of new technology to facilitate more accurate targeting of specific audiences • Audience strategies in facilitating or challenging institutional practices <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> <p>Explanation/analysis/argument- AO1 Specific Use of examples- AO2 Specific Use of terminology- AO1 Specific.</p> <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 brief response (under one and a half sides of answer booklet) <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 of 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>	[50]

Question Number	Answer	Max Mark
	<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> <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>Relatively straight forward 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 Number	Answer	Max Mark
	<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 using a style of writing appropriate to the complex subject matter. 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>	

Question Number	Answer	Max Mark
	<p>Indicative Content</p> <p>Section A: Textual Analysis and Representation</p> <p>Candidates are expected to study an ‘unseen’ moving image extract with one compulsory question dealing with textual analysis of various technical aspects of the languages and conventions of a British television drama. Candidates will be asked to link this analysis with a discussion of some aspect of representation within the sequence.</p> <p>Question 1</p> <p>Candidates will demonstrate textual analysis of all of the following technical areas of moving image language and conventions in relation to the unseen extract:</p> <ul style="list-style-type: none"> • Camera Angle, Shot, Movement and Composition • Mise-en-Scene • Editing • Sound <p>The focus of study for Section A is the use of technical aspects of the moving image medium to create meaning for an audience, focusing on the creation of representations of specific social types, groups, events or places within the extract. 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:</p> <p>Camera Shots, Angle, Movement and Composition</p> <ul style="list-style-type: none"> • 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 	

Question Number	Answer	Max Mark
	<ul style="list-style-type: none"> • Composition: framing, rule of thirds, depth of field – deep and shallow focus, focus pulls <p>At a basic level, candidates will be able to identify and describe the type of shots or combination of camera shots used, use of camera angles, camera movement and shot composition. Analysis will be limited.</p> <p>At a higher level candidates will be able to show excellent understanding of the technical construction of shots and show a detailed and thorough knowledge and understanding of the technical aspects used in discussion of the extract's use of representations. This will be clearly linked to textual analysis and clearly relevant to the set question.</p> <p>Editing</p> <p>Includes transition of image and sound – continuity and non-continuity systems</p> <ul style="list-style-type: none"> • Cutting: shot/reverse shot, eyeline 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 <p>At a basic level, candidates will be able to identify and describe the type of transitions used. They will be able to describe and comment upon the style of editing. Analysis will be limited.</p> <p>At a higher level candidates will be able to show excellent understanding of the editing of the technical aspects used in the extract. Candidates will also be able to discuss how the editing in the extract assists in signifying the representations used in the extract, which are clearly linked to textual analysis and relevant to set question.</p> <p>Sound</p> <p>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</p> <ul style="list-style-type: none"> • Soundtrack: score, incidental music, themes and stings, ambient sound <p>At a basic level, candidates will be able to identify and describe the type of sounds used and will be able to describe and comment upon the use of sound. Analysis will be limited to identifying the use of sound.</p>	

Question Number	Answer	Max Mark
	<p>At a higher level candidates will be able to show excellent understanding of the sound as a technical aspect used in the extract and discriminate between the different uses of sound. Candidates will be able to discuss how the sound in the extract is used to convey meaning and atmosphere, which is then examined in relation to representations used. The most able candidates will use textual analysis and examples relevant to the question set.</p> <p>Mise-en-Scene</p> <ul style="list-style-type: none"> • Production design: location, studio, set design, costume and make-up, properties • Lighting; colour design <p>At a basic level, candidates will be able to identify and describe the mise-en-scene used and will be able to describe and comment upon the production design. Analysis will be limited.</p> <p>At a higher level candidates will be able to show excellent understanding of the use of mise en scene as a technical aspect used in the extract. Candidates will be able to discuss how the mise-en-scene in the extract is used to convey meaning and how the concept exemplifies any representations used. Candidates will use textual analysis and examples relevant to the question set.</p> <p>It is acknowledged that not every one of the above technical areas will feature in equal measure in any given extract. Therefore examiners are instructed to bear this in mind when marking the candidates' answers and will not expect each aspect to be covered in the same degree of detail, but as appropriate to the extract provided and to the discussion of representation. As indicated by the mark scheme, marks are awarded according to the degree of coverage the candidate gives to each point, for example, a response is considered basic if the candidate offers a partial range of examples (at least two technical areas covered) with basic knowledge and understanding. Candidates should be prepared to discuss, in response to the question, how these technical elements create specific representations of individuals, groups, events or places and help to articulate specific messages and values, which have social significance. Particular areas of representation which may be chosen are:</p> <ul style="list-style-type: none"> • Gender • Age • Ethnicity • Sexuality • Class and Status • Physical ability/disability • Regional identity 	

Question Number	Answer	Max Mark
	<p>Candidates discussion of the concept of representation is integral to a discussion of the technical elements of the television drama. Where a candidates work is basic there is some attempt to link the technical aspects of the television drama to the key concept, with some attempt to use examples.</p> <p>An excellent response will show excellent discussion and evaluation of the extract's representations, clearly linked to textual analysis. Candidates will be able to evaluate the range of representations used.</p>	

Assessment Objectives Grid (includes QWC)

Question	AO1	AO2
1	30	20
2	30	20
Totals	60	40