



Mark Scheme (Results)

Summer 2017

BTEC Level 3 National in Creative  
Digital Media Production

Unit 1: Media Representations  
(31668H)



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# Unit 1: Media Representations– marking grid

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## General marking guidance

- All learners must receive the same treatment. Examiners must mark the first learner in exactly the same way as they mark the last.
- Marking grids should be applied positively. Learners must be rewarded for what they have shown they can do, rather than be penalised for omissions.
- Examiners should mark according to the marking grid, not according to their perception of where the grade boundaries may lie.
- All marks on the marking grid should be used appropriately.
- All the marks on the marking grid are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks, if the learner's response is not rewardable according to the marking grid.
- Where judgement is required, a marking grid will provide the principles by which marks will be awarded.
- When examiners are in doubt regarding the application of the marking grid to a learner's response, a senior examiner should be consulted.

## Specific marking guidance

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The marking grids have been designed to assess learner work holistically.

Rows in the grids identify the assessment focus/outcome being targeted. When using a marking grid, the 'best fit' approach should be used.

- Examiners should first make a holistic judgement on which band most closely matches the learner's response and place it within that band. Learners will be placed in the band that best describes their answer.
- The mark awarded within the band will be decided based on the quality of the answer, in response to the assessment focus/outcome and will be modified according to how securely all bullet points are displayed at that band.
- Marks will be awarded towards the top or bottom of that band, depending on how they have evidenced each of the descriptor bullet points.

<b>Question 1</b>	Explain the use of <b>one</b> example of non-diegetic sound in Clip A.	<b>2 marks</b>
	<p>1 mark for each identification and 1 mark for explanation of how they are used.</p> <ul style="list-style-type: none"> <li>• Use of canned laughter (1) to let the audience know when to laugh (1)</li> <li>• Use of theme tune during title sequence (1) to identify the sitcom (1)</li> <li>• Music used between scenes (1) to represent change of time and place (1)</li> <li>• Use of music (1) to establish the tone/mood of the clip (1)</li> <li>• The song (1) creates a lively and upbeat mood (1)</li> <li>• Theme tune (1) is used for continuity (1)</li> </ul> <p style="text-align: center;"><b>Accept any other appropriate answer.</b></p>	

<b>Question 2</b>	Canned laughter is a convention of the sitcom genre. Identify <b>two</b> other conventions of sitcoms. (2)	<b>2 marks</b>
	<p>1 mark for each identification.</p> <ul style="list-style-type: none"> <li>• Self-contained narrative (Todorovian)</li> <li>• one liners</li> <li>• catchphrase</li> <li>• Use of stereotypical characters</li> <li>• Limited/Recognisable locations</li> <li>• Limited cast/characters</li> <li>• Recognisable/Everyday situations</li> <li>• Use of visual comedy/slapstick</li> <li>• Circular narrative, e.g. the protagonists end an episode in the same situation as they started</li> <li>• Binary opposite characters/Opposite personalities</li> <li>• Clapping/Applause</li> </ul> <p style="text-align: center;"><b>Do not accept 'canned laughter'</b></p> <p style="text-align: center;"><b>Accept any other appropriate convention.</b></p>	

<b>Question 3</b>	Explain one example of how camerawork is used in Clip C. (2)	<b>2 marks</b>
	<p>1 mark for each identification and 1 mark for explanation of how it is used.</p> <ul style="list-style-type: none"> <li>• Medium close-up is used (1) to show the facial expression of the character (1)</li> <li>• Medium shot (1) to show how the characters relate to each other (1)</li> <li>• Slight high angle shot (1) to show the vulnerability of the character (1)</li> <li>• Use of fixed camera position on pedestal or tripod mount (1) so that the audience is not distracted by unnecessary camera shake when zoomed in (1)</li> <li>• Slight high angle shot on Saffron when seated (1) to show the vulnerability of the character (1)</li> <li>• Slight low angle shot on Eddy (1) to enhance her position in dominant role (1)</li> <li>• Use of the 180 degree rule (1) so as to create continuity (1)</li> <li>• Framing of characters (1) to show their proximity to each other (1)</li> <li>• Use of camera movement (pan) (1) to follow characters' actions (1)</li> </ul> <p style="text-align: center;"><b>Accept any other appropriate explanation.</b></p>	

<b>Question 4 a)</b>	Explain <b>one</b> example of how costume and/or props are used to represent the character of Bubble.	<b>2 marks</b>
	<p>2 marks for each identification and explanation.</p> <ul style="list-style-type: none"> <li>• Use of weird clothing (1) to show eccentricity (1)</li> <li>• Carrying around a computer mouse/taking the mouse home (1) suggests she is confused by the idea of a mouse being an inanimate object (1)</li> <li>• Use of bright costume (1) to show her bubbly personality (1)</li> <li>• Use of Walkman (1) to show interest in music (1)</li> <li>• Use of mouse and/or old Walkman (1) to show lack of technological currency (1)</li> <li>• Use of United States emblem within the costume (1) to make her stand out (1)</li> <li>• Dressed in a costume that depicts the USA flag (1) makes her appear like a child playing dress-up (1)</li> <li>• Toys in pocket of the costume (1) represents childlike nature of the character (1)</li> </ul> <p style="text-align: center;"><b>Accept any other appropriate explanation.</b></p>	

<b>Question 4 b)</b>	Explain <b>one</b> example of how dialogue is used to represent the character of Bubble.	<b>2 marks</b>
	<p>2 marks for each identification and explanation.</p> <ul style="list-style-type: none"> <li>• Character singing loudly and out of tune (1) show she is unaware and uncaring of her surroundings (1)</li> <li>• Use of slow and deliberate speech (1) signifying a slowness of thought/mind/childlike nature (1)</li> <li>• Character is easily confused/sidetracked (1) signifies simplistic nature (1)</li> </ul>	

	<ul style="list-style-type: none"> <li>Unawareness of actual names of objects (1) suggests character is uneducated/lacks grasp of modern technology (1)</li> </ul> <p style="text-align: center;"><b>Accept any other appropriate explanation.</b></p>
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<b>Question 5</b>	Explain <b>two</b> examples of how props have been used in Clip D to represent Edina's wealthy lifestyle in the 1990s.	<b>4 marks</b>
	<p>2 marks for any one of the following:</p> <ul style="list-style-type: none"> <li>All of the 'state-of- the-art' gadgets within the kitchen (1) reflect an obsession with modern expensive technology (1)</li> <li>The kitchen is dominated by large fridges (1) showing the ability to buy expensive products (1)</li> <li>The large kitchen is decorated to a high specification with expensive furniture (1) which represent an outward expression of wealth (1)</li> <li>Use of large, heavy items of jewellery, handbags and accessories (1) suggest conspicuous consumption (1)</li> <li>The bottle of champagne and champagne glasses (1) signify expensive tastes (1)</li> <li>The Apple Mac in the background (1) represents high end technology (1)</li> </ul> <p style="text-align: center;"><b>Do not award marks for answers that focus on costume or</b></p>	

	<p><b>location.</b></p> <p><b>Accept any other appropriate explanation.</b></p>
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<b>Question 6</b>	<p>Explain two ways editing, camerawork or sound are used to create meaning in Clip B.</p>	<b>4 marks</b>
	<p>1 mark for identification and 1 mark for explanation, maximum 4 marks.</p> <ul style="list-style-type: none"> <li>• The use of black and white film (1) makes the clip seem old and from the past (1)</li> <li>• Broken/Worn images and footage (1) make the film seem old and degraded (1)</li> <li>• Cuts between scenes seems jumpy and poorly put together (1) representative of a time when film actually had to be cut (1)</li> <li>• Flickering sound and images (1) make the footage seem as if it is being shown on an old projector (1)</li> <li>• Use of static camera with characters walking in and out of scenes (1) similar to the style of old Hollywood movies (1)</li> <li>• Use of old-fashioned voice-over (1) combined with black and white footage reflects a bygone era (1)</li> <li>• Use of gunshot combined with the pheasant falling out of the sky (1) reflects the aristocracy (1)</li> <li>• General reference to cinematography/editing/sound (1) explanation of why this has been used (1)</li> </ul> <p style="text-align: center;"><b>Accept any other appropriate explanation.</b></p>	

<b>Question 7</b>	<p>Edina and Saffy are mother and daughter. Compare how Saffy and Edina are represented in Clip C.</p>	<b>10 marks</b>
	<p><b>Indicative content</b></p> <p>Edina is the parent within the relationship but is portrayed more as a childlike character in the following ways:</p> <ul style="list-style-type: none"> <li>• Suggesting Saffy doesn't want to spend time with her elderly</li> </ul>	

	<p>relative</p> <ul style="list-style-type: none"> <li>• Encouraging Saffy to throw a party while her mother is away</li> <li>• Taking Saffy aside to speak to her about something so her mother doesn't hear</li> <li>• Pulling faces and huffing when getting told off</li> <li>• Showing a lack of patience with her mother's confusion over the kettle and teapot</li> <li>• Making sarcastic and infantile comments when confronted with her stupidity</li> </ul> <p>Saffy is the child in the relationship but is portrayed in a maternal role, which is reflected in the following ways:</p> <ul style="list-style-type: none"> <li>• Saffy is willing to spend time with her grandmother and enjoys her company</li> <li>• Saffy talks to her mother as if telling off a child</li> <li>• The clothing Saffy wears tends to be old and frumpy and not what a teenager would be expected to wear</li> <li>• Saffy has to take the role of caretaker when her mother goes away or behaves badly</li> </ul> <p style="text-align: center;"><b>Accept any other appropriate explanation.</b></p>
Level	Descriptor
<p>1 1-4 marks</p>	<p>Some use of media terminology.</p> <p>Mostly appropriate examples are provided.</p> <p>References to narrative, technical and/or stylistic codes lack detail and there is little, or no, explanation of the possible meaning(s) being constructed.</p>
<p>2 5-7 marks</p>	<p>Media terminology is used appropriately.</p> <p>Relevant examples are provided.</p> <p>Comparisons describe the narrative, technical and/or stylistic codes operating within the text accurately and offer some explanation of the possible meaning(s) being constructed.</p>
<p>3 8-10 marks</p>	<p>The use of media terminology is used accurately throughout.</p> <p>Highly relevant examples are carefully selected to meet the requirements of the question.</p> <p>Comparisons analyse the narrative, technical and/or stylistic codes operating within the text accurately and offer a detailed and sophisticated understanding of the possible meaning(s) being constructed.</p>

<b>Question 8</b>	Discuss the effect of subverting stereotypes using any media texts you have studied.	<b>10 marks</b>
	<p><b>Indicative content</b></p> <ul style="list-style-type: none"> <li>• Subverting stereotypes challenges popular beliefs</li> <li>• Allows for stronger character types</li> <li>• Allows media producers to challenge accepted/dominant ideologies</li> <li>• Surprises the audiences</li> <li>• Turns audience from passive to active</li> <li>• Media producers can produce texts that are more relevant/of the now/won't easily become outdated</li> <li>• Can be exaggerated for comic effect</li> </ul> <p>Examples could include:</p> <ul style="list-style-type: none"> <li>○ Females as strong and dominant leaders/decision-makers</li> <li>○ Hoodies as heroes</li> <li>○ Teenagers/Children being smarter than adults</li> <li>○ Male character as carer and nurturer</li> <li>○ Ethnic minority characters in powerful positions</li> <li>○ Gay characters not stereotyped</li> <li>○ Characters with disabilities active in the narrative</li> </ul> <p style="text-align: center;"><b>Accept any other appropriate answer.</b></p>	
<b>Level</b>	<b>Descriptor</b>	
<b>1</b> 1-4 marks	Some use of media terminology.  Demonstrates isolated knowledge and understanding of mostly relevant texts.  Discussion likely to consist of basic description of texts.  The descriptions of the representations lack detail and there is little, or no, explanation of the possible meaning(s) being constructed.	
<b>2</b> 5-7 marks	Media terminology is used appropriately.  Demonstrates accurate knowledge and understanding of relevant texts.  Discussion is partially developed, but will be imbalanced.  Each example describes the representations operating within the text accurately and offers some explanation of the possible meaning(s) being constructed.	
<b>3</b> 8-10 marks	The use of media terminology is used accurately throughout.  Demonstrates accurate and thorough knowledge and understanding of	

	<p>relevant texts.</p> <p>Displays a well-developed and balanced discussion.</p> <p>Each example discusses the representations operating within the text accurately and offers a detailed and sophisticated understanding of the possible meaning(s) being constructed.</p>
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<b>Question 9</b>	Explain what is meant by the term 'decoding a media product' using <b>one</b> example from any media text that you have studied.	<b>2 marks</b>
	<p>1 mark for a definition.</p> <p>The process by which a text is constructed by the producer (1)  The process by which the audience reads and interprets the meaning of a text (1)</p> <p>1 mark for a relevant example of decoding (1)</p> <p style="text-align: center;"><b>Accept any other appropriate explanation.</b></p>	

<b>Question 10</b>	Analyse how the character of Patsy has been represented.	<b>10 marks</b>
	<p><b>Indicative content</b></p> <ul style="list-style-type: none"> <li>• Beehive hairstyle and dyed blonde hair representative of the style of her youth, which she is desperately trying to recapture</li> <li>• Excessive smoking and drinking represents an addictive person unable to function without stimulants</li> <li>• References to lack of consumption of food suggests a woman obsessed with staying thin to look good</li> <li>• Stylish dress, often in 'power suits', represents an obsession with fashion and styling</li> <li>• Derogatory comments towards Saffy suggest a selfish character that sees Edina's child as an inconvenience and interruption to her relationship</li> </ul>	

	<b>Accept any other appropriate explanation.</b>	
<b>Level</b>	<b>Descriptor</b>	
<b>1</b> 1-4 marks	<p>Some use of media terminology.</p> <p>Mostly appropriate examples are provided.</p> <p>The descriptions of the representations lack detail and there is little, or no, explanation of the possible meaning(s) being constructed.</p>	
<b>2</b> 5-7 marks	<p>Media terminology is used appropriately.</p> <p>Relevant examples are provided.</p> <p>Each example describes the representations operating within the text accurately and offers some explanation of the possible meaning(s) being constructed.</p>	
<b>3</b> 8-10 marks	<p>The use of media terminology is used accurately throughout.</p> <p>Highly relevant examples are carefully selected to meet the requirements of the question.</p> <p>Each example analyses the representations operating within the text accurately and offers a detailed and sophisticated understanding of the possible meaning(s) being constructed.</p>	

<b>Question</b>		<b>10 marks</b>
<b>11</b>	Using any media text that you have studied, discuss how age has been represented.	
	<p><b>Indicative content</b></p> <p>Discussions of people from different age groups, which could either conform to or challenge conventions such as:</p> <ul style="list-style-type: none"> <li>• Elderly people are represented as: <ul style="list-style-type: none"> <li>○ Infirm</li> <li>○ Slow</li> <li>○ Rude</li> <li>○ Easily confused</li> <li>○ Unable to work modern technology</li> <li>○ Forgetful</li> </ul> </li> <li>• Young people/teenagers are represented as: <ul style="list-style-type: none"> <li>○ Thoughtless</li> </ul> </li> </ul>	

	<ul style="list-style-type: none"> <li>○ Careless</li> <li>○ Good with technology</li> <li>○ Spoilt</li> <li>○ Selfish</li> <li>○ Thugs</li> </ul> <p>These examples could be subverted within media texts. Examples should be provided from relevant texts.</p> <p style="text-align: center;"><b>Accept any other appropriate examples.</b></p>
<b>Level</b>	<b>Descriptor</b>
<b>1</b> 1-4 marks	<p>Some use of media terminology.</p> <p>Demonstrates isolated knowledge and understanding of mostly relevant texts.</p> <p>Discussion likely to consist of basic description of texts.</p> <p>The descriptions of the representations lack detail and there is little, or no, explanation of the possible meaning(s) being constructed.</p>
<b>2</b> 5-7 marks	<p>Media terminology is used appropriately.</p> <p>Demonstrates accurate knowledge and understanding of relevant texts.</p> <p>Discussion is partially developed, but will be imbalanced.</p> <p>Each example describes the representations operating within the text accurately and offers some explanation of the possible meaning(s) being constructed.</p>
<b>3</b> 8-10 mark	<p>The use of media terminology is used accurately throughout.</p> <p>Demonstrates accurate and thorough knowledge and understanding of relevant texts.</p> <p>Displays a well-developed and balanced discussion.</p> <p>Each example discusses the representations operating within the text accurately and offers a detailed and sophisticated understanding of the possible meaning(s) being constructed.</p>

<b>Question 12</b>	Using any media texts that you have studied, evaluate the way media texts either challenge or reinforce dominant ideologies.	<b>20 marks</b>
	<p><b>Indicative content</b></p> <p>A dominant ideology as defined by:</p> <ul style="list-style-type: none"> <li>○ a world view</li> <li>○ a system of values, attitudes and beliefs.</li> </ul> <p>These can be held by an individual, group or society as true or important and relate to how that society should function.</p> <p>Dominant ideologies are upheld by society and reinforced within the media, they include belief in and understanding of:</p> <ul style="list-style-type: none"> <li>• Gender and gender roles e.g. <ul style="list-style-type: none"> <li>○ Male as breadwinner and head of household</li> <li>○ Female as nurturer/carer/homemaker</li> </ul> </li> <li>• Social class/structures e.g. <ul style="list-style-type: none"> <li>○ Working class</li> <li>○ Middle class</li> <li>○ Upper class</li> </ul> </li> <li>• Religious beliefs as imbedded in society <ul style="list-style-type: none"> <li>○ Goodness is a virtue</li> <li>○ Do unto others</li> <li>○ Good triumphs over evil</li> <li>○ An eye for an eye</li> </ul> </li> <li>• Sexual orientation and behaviour <ul style="list-style-type: none"> <li>○ Heterosexuality</li> <li>○ Belief in the institution of marriage (same sex)</li> <li>○ Boy meets girl</li> <li>○ Monogamy</li> </ul> </li> </ul> <p>Examples of how dominant ideologies are represented and reinforced within media texts should be provided.</p>	
<b>Level</b>	<b>Descriptor</b>	
<b>1</b> 0-5 marks	Some appropriate media terminology is used.  Mostly appropriate ideas are mentioned but there is no supporting evidence and no connection between the representations identified and their effects and consequences.	
<b>2</b> 6-10 marks	Appropriate media terminology is used throughout.  Appropriate arguments and ideas are included, supported by reference to the text, although the connections between representations within the text and their effects and consequences are undeveloped.  The question is directly addressed and superficial evaluative comments are made regarding competing debates, ideas and theories.	
<b>3</b>	Confident and accurate use of media terminology throughout.	

<b>11-15</b> marks	<p>Developed reasoning throughout, supported by relevant textual reference and analysis of the effects and consequences of the representations identified within the text.</p> <p>Arguments are well developed and sound judgements are made regarding competing debates, ideas and theories.</p>
<b>4</b> <b>16-20</b> marks	<p>Fluent, confident and accurate use of media terminology throughout.</p> <p>Developed reasoning throughout, supported by detailed textual reference and sophisticated analysis of the effects and consequences of the representations identified within the text. Arguments are developed.</p> <p>Consideration is given to competing debates, ideas and theories within a balanced response. An argument is made using supported judgements, leading to an effective conclusion.</p>