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Mark Scheme (Results)

January 2018

BTEC Level 3 National in Creative  
Digital Media Production

Unit 1: Media Representations  
(31668H)



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# Unit 1: Media Representations– sample marking grid

## 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 <b>one</b> way font styles have been used to represent the brand image of Red Tape shoes in <b>Image 1</b> .	<b>2 marks</b>
	<p>2 marks for linked response</p> <ul style="list-style-type: none"> <li>• The font of the slogan is stylised (1) to symbolise the stylishness of the shoes (1)</li> <li>• The flowing script used in the slogan (1) has a fantasy feel to it (1)</li> <li>• Figures intertwined within the script (1) represent the type of male that would buy the shoe (1)</li> <li>• The bright pink neon sign (1) gives the scene an unsavoury feel (1)</li> <li>• The capitalised blocked font used in the logo (1) is bold masculine, dominating the front of the image (1).</li> </ul> <p style="text-align: center;"><b>Accept any other appropriate answer.</b></p>	

<b>Question 2</b>	Explain <b>one</b> way the figure expression of the women in <b>Image 1</b> creates meaning for the audience.	<b>2 marks</b>
	<p>2 marks for linked response</p> <ul style="list-style-type: none"> <li>• Women are posed (1) as if trying to seduce the onlooker (1)</li> <li>• Placement of the women's hands (1) draws attention to their curves (1)</li> <li>• Some women are looking directly at the viewer (1) trying to draw them in/seduce them (1)</li> </ul> <p style="text-align: center;"><b>Accept any other appropriate answer.</b></p>	

<b>Question 3</b>	Explain <b>one</b> way the characters or scenery have been staged to create meaning for the audience in <b>Image 2</b> .	<b>2 marks</b>
	<p>1 mark for the definition with 1 mark suitable use of exemplification from the text.</p> <ul style="list-style-type: none"> <li>• Polar bear has been placed with its paw out (1) as if begging (1)</li> <li>• A blanket has been placed in the paw (1) to give the impression the polar bear is sleeping rough (1)</li> <li>• The polar bear is propped up against the shutter of a run-down building (1) highlighting destitution (1)</li> <li>• Crushed empty bottle next to the polar bear (1) implies drinking to forget troubles (1)</li> </ul> <p style="text-align: center;"><b>Accept any other appropriate answer.</b></p>	

<b>Question 4</b>	Explain <b>two</b> ways colour has been used to create meaning for the audience in <b>Image 2</b> .	<b>4 marks</b>
	<p>2 marks for linked response</p> <p>Use of black and white (1) makes the image of the polar bear stand out (1)</p> <p>Use of greyscale (1) emphasises the bleakness of the surroundings and situation (1)</p> <p>Green rubbish bins have been made to stand out (1) reflecting the environmental damage caused by humans (1)</p> <p>Light above polar bear's head gives a green glow (1) linking it to the rubbish bins and echoing the message (1)</p> <p>The red stop sign (1) signifies danger to the planet (1)</p> <p style="text-align: center;"><b>Accept any other appropriate answer.</b></p>	

<b>Question 5</b>	Explain <b>two</b> ways that camerawork has been used to create meaning for the audience in <b>Video Clip A</b> .	<b>4 marks</b>
	<p>2 marks for any one of the following</p> <p>The establishing shot shows the female character in a mist covered field (1) to connote her other worldliness (1)</p> <p>Camera tracks through the trees (1) to suggest connotations of the horror genre (1)</p> <p>Close-ups of the dog that has a wolf-like appearance (1) has connotations of evil and darkness (1)</p> <p>Camera zooms in towards the lights of the city (1) suggesting the immediacy/inevitability of the threat (1)</p> <p>Mid shot of the dog running towards the camera (1) gives the impression that the threat is coming closer (1)</p> <p>Handheld camera follows the female character and dog (1) making it seem like they are hunting for their next victim (1)</p> <p>Close-up of the female character's face at the end of the clip (1) makes her look more sinister (1)</p> <p style="text-align: center;"><b>Accept any other appropriate answer.</b></p>	

<b>Question 6</b>	Explain <b>two</b> ways sound has been used to deliver meanings for the audience in <b>Video Clip A</b> .	<b>4 marks</b>
	<p>1 mark for each of the following, maximum 4 marks</p> <p>Low pitched, spooky music (1) unnerves the viewer/suggests time is running out (1)</p> <p>Diegetic sound (e.g. rustling leaves and wind blowing) (1) adds to the scary theme (1)</p> <p>Traffic noise when referencing the motorway pile-up (1) reinforces the message in the monologue (1)</p> <p>Panting of the dog as it runs (1) emphasises its wolf-like quality (1)</p> <p>Monologue spoken by the female character listing all the frightening things that can happen (1) represents a threat to the person's way of life (1)</p> <p style="text-align: center;"><b>Accept any other appropriate answer.</b></p>	

<b>Question 7</b>	<b>Video Clip B</b> 'We're the Superhumans' was created for the Rio 2016 Paralympic Games. Analyse how editing and sequencing have been used to represent the characters as 'superhuman'.	<b>10 marks</b>
	<p><b>Indicative content</b></p> <p>Quick cuts to include all members of the band to show them playing an instrument and revealing their disability.</p> <p>Continuous cuts in time to the music to reveal a range of people with disabilities doing everyday things, often in time with the words 'yes I can' or 'I can do anything'.</p> <p>Cuts between the singer in a range of situations, which mirror those of the athletes and puts him in the middle of the action.</p> <p>Fast paced montage editing in places gives the effect of speed and athleticism.</p> <p>Sequence begins with a band and singer who are then placed within scenes or moving through scenes.</p> <p>Narrative is provided through images and scenes that show athletes in a range of circumstances intermingled with the everyday challenges they face.</p> <p>Frequent cuts to close-ups of faces of the athletes showing their grit and determination.</p> <p>Sequence moves, as if through time, into an old-fashioned black and white film with piano music and dancers with disabilities.</p> <p>Action within the scene is often mirrored within the song, e.g. 'I can climb Everest'.</p>	

	<p>Cut from scene with the boy in wheelchair being told 'no you can't' to him playing wheelchair basketball and clashing with an opponent shouting 'yes I can'.</p> <p>Use of sound editing to reflect the different environments the athletes are in when they say 'yes I can', such as underwater or on the track. Sound is then muted to mirror the deafness of one of the speakers.</p> <p style="text-align: center;"><b>Accept any other appropriate answer.</b></p>
Level	Descriptor
1 1-4 marks	<p>Some appropriate media terminology is used. Mostly appropriate examples are described.</p> <p>The descriptions of the technical and stylistic codes lack detail and there is little, or no, analysis of the possible meaning(s) being constructed.</p>
2 5-7 marks	<p>Appropriate media terminology is used throughout.</p> <p>A range of relevant examples is analysed.</p> <p>Each example describes the technical and stylistic codes operating within the text accurately and offers some analysis of the possible meaning(s) being constructed.</p>
3 8-10 marks	<p>The use of media terminology is fluent, confident and accurate throughout.</p> <p>A wide range of relevant examples is carefully selected to meet the requirements of the question.</p> <p>Each example describes the technical and stylistic codes operating within the text accurately and offers a detailed and sophisticated analysis of the possible meaning(s) being constructed.</p>

<b>Question 8</b>	Discuss how youth is represented in the media today using <b>Video Clip A</b> and/or any media text that you have studied.	<b>10 marks</b>
	<p><b>Indicative content</b></p> <p>Youth can be represented in positive or negative ways depending on the narrative of the message.</p> <p>Negative representations of youth, such as:</p> <ul style="list-style-type: none"> <li>• Lazy</li> <li>• Irreverent</li> <li>• Lacking respect</li> <li>• Violent</li> <li>• Menacing</li> <li>• Careless</li> <li>• Selfish</li> <li>• Thoughtless</li> </ul> <p>Positive representations of youth:</p> <ul style="list-style-type: none"> <li>• Energetic</li> <li>• Vibrant</li> <li>• Forward-thinking</li> <li>• Idealistic</li> <li>• Fun</li> <li>• Conscientious</li> <li>• Creative</li> </ul> <p style="text-align: center;"><b>Accept any other appropriate answer.</b></p>	
<b>Level</b>	<b>Descriptor</b>	
<p><b>1</b></p> <p>1-4 marks</p>	<p>Some appropriate media terminology is used.</p> <p>Mostly appropriate examples are described.</p> <p>The descriptions of the representations lack detail and there is little, or no, analysis of the possible meaning(s) being constructed.</p>	
<p><b>2</b></p> <p>5-7 marks</p>	<p>Appropriate media terminology is used throughout.</p> <p>A range of relevant examples is analysed.</p> <p>Each example describes the representations operating within the text accurately and offers some analysis of the possible meaning(s) being constructed.</p>	



<p><b>3</b> 8-10 marks</p>	<p>The use of media terminology is fluent, confident and accurate throughout.</p> <p>A wide range of relevant examples is carefully selected to meet the requirements of the question.</p> <p>Each example describes the representations operating within the text accurately and offers a detailed and sophisticated analysis of the possible meaning(s) being constructed.</p>
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<p><b>Question 9</b></p>	<p>Explain what is meant by the term 'preferred reading' using <b>one</b> example from any media text that you have studied.</p>	<p><b>2 marks</b></p>
	<p>1 mark for the definition.</p> <ul style="list-style-type: none"> <li>• When audiences respond to the product the way media producers want them to (1)</li> <li>• When audiences respond to a text the way they are expected to (1)</li> </ul> <p>1 mark for a relevant example/text (1)</p> <p style="text-align: center;"><b>Accept any other appropriate answer.</b></p>	

<b>Question 10</b>	<b>Video Clip C</b> for the Lego Star Wars game contains many intertextual references. Analyse the use of intertextual references within <b>Video Clip C</b> and/or any other media text that you have studied.	<b>10 marks</b>
<p><b>Indicative content</b></p> <p>Use of soundtrack and voice-overs reflects those used within the original Star Wars films.</p> <p>Intertextual references to the original narrative found within the text allow the viewer to relate the game to the film, for example:</p> <ul style="list-style-type: none"> <li>• Scene where Po and Finn crash on the planet, an alarm clock sounds to awaken the force</li> <li>• Close-up of BB8 running away and crashing into a sandcastle as if he is on a beach</li> <li>• Flickering lights within the spaceship adding tension to the scene, which turns out to be a stormtrooper playing with the light switch</li> <li>• BB8 bumper sticker on Rai’s vehicle</li> <li>• Fighter pilot close-up with comedic music being played (which is the same music played in a bar in previous Star Wars movies)</li> <li>• Silly things happening each time the pilot presses a switch deflecting from the fact he is going into battle</li> <li>• Sinister voice-over to introduce the dark side, which is Kylo Ren, his light saber doesn’t work properly which makes it seem less sinister</li> <li>• Use of stylised filming reminiscent of the movie to show the Millennium Falcon moving at high speed through an enemy attack only to zoom out and show a smiling Lego face in jet smoke</li> <li>• Closing with iconic Star Wars theme tune to anchor the text again with the original</li> <li>• Final shot of product placement feature BB8, the most loveable and relatable character from the film, who gives the game a thumbs up meaning it is BB8 approved.</li> </ul> <p>The advert contains references to other Lego games/adverts that emphasise the parody.</p> <p>The advert can be enjoyed by viewers with no prior knowledge of the Star Wars franchise, however the intertextuality adds another layer of meaning to the text.</p> <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 appropriate media terminology is used.  Mostly appropriate examples are described.  The descriptions of the representations lack detail and there is little, or no, analysis of the possible meaning(s) being constructed.	

<b>2</b> 5-7 marks	<p>Appropriate media terminology is used throughout.</p> <p>A range of relevant examples is analysed.</p> <p>Each example describes the representations operating within the text accurately and offers some analysis of the possible meaning(s) being constructed.</p>
<b>3</b> 8-10 marks	<p>The use of media terminology is fluent, confident and accurate throughout.</p> <p>A wide range of relevant examples is carefully selected to meet the requirements of the question.</p> <p>Each example describes the representations operating within the text accurately and offers a detailed and sophisticated analysis of the possible meaning(s) being constructed.</p>

<b>Question 11</b>	It is argued that media texts can cause copycat behaviour. Discuss how media texts could cause copycat behaviour, with reference to any media texts that you have studied.	<b>10 marks</b>
<p><b>Indicative content</b></p> <p>Copycat effect – you see it and then you do it. People can react differently to different situations depending on perception. Certain parts of society are seen as being more vulnerable to copycat behaviours such as:</p> <ul style="list-style-type: none"> <li>• Young children</li> <li>• Teenagers</li> <li>• People with mental illnesses that effect inhibitions</li> <li>• People that are susceptible to media messages.</li> </ul> <p>Sometime behaviours are imitated as they have been seen to provide the person behaving in this way with a lot of attention. Individuals can mimic this behaviour in order to gain this attention for themselves.</p> <p>Characters in media products can be seen as role models and audiences aspire to be like them and copy their behaviours.</p> <p>Sometimes there is a failure on behalf of copycats to differentiate between reality and the situation created for entertainment purposes, they do not see their actions as having real life consequences.</p> <p>Examples of copycat behaviour:</p> <ul style="list-style-type: none"> <li>• Murders</li> <li>• Suicide</li> <li>• Violent acts</li> <li>• Killer clown phenomenon</li> <li>• Face slapping from the Tango advert</li> <li>• Cult crazes and fads</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 appropriate media terminology is used.  Mostly appropriate examples are described.  The descriptions of the representations lack detail and there is little, or no, analysis of the possible meaning(s) being constructed.	
<b>2</b>  5-7 marks	Appropriate media terminology is used throughout.  A range of relevant examples is analysed.	

	<p>Each example describes the representations operating within the text accurately and offers some analysis of the possible meaning(s) being constructed.</p>
<p><b>3</b> 8-10 marks</p>	<p>The use of media terminology is fluent, confident and accurate throughout.</p> <p>A wide range of relevant examples is carefully selected to meet the requirements of the question.</p> <p>Each example describes the representations operating within the text accurately and offers a detailed and sophisticated analysis of the possible meaning(s) being constructed.</p>

<b>Question 12</b>	Evaluate how women are represented as objects for the male gaze, using any media texts that you have studied.	<b>20 marks</b>
	<p><b>Indicative content</b></p> <p>Laura Mulvey states that 'the gender power asymmetry is a controlling force in cinema and constructed for the pleasure of the male viewer, which is deeply rooted in patriarchal ideologies and discourses.'</p> <p>Women are often objectified within media texts; they are often viewed as sexual objects or stereotyped.</p> <p>The male gaze consists of three perspectives.</p> <ul style="list-style-type: none"> <li>• The perspective of the person behind the camera.</li> <li>• The perspective of the characters within the representation or film itself.</li> <li>• The perspective of the viewer/audience.</li> </ul> <p>Women are often viewed in an erotic manner and objectified, the camera will focus on the sexualisation of the character both in the eyes of the audience and other characters within the text.</p> <p style="text-align: center;"><b>Accept any other appropriate answer.</b></p>	
<b>Level</b>	<b>Descriptor</b>	
<b>1</b>  0-5 marks	<p>Some appropriate media terminology is used.</p> <p>Mostly appropriate ideas are mentioned but there is no supporting evidence and no connection between the representations identified and their effects and consequences.</p>	
<b>2</b>  6-10 marks	<p>Appropriate media terminology is used throughout.</p> <p>Appropriate reference to relevant theories.</p> <p>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.</p> <p>The question is directly addressed and superficial evaluative comments are made regarding competing debates, ideas and theories.</p>	
<b>3</b>  11-15 marks	<p>Fluent, confident and accurate use of media terminology throughout.</p> <p>Accurate knowledge and understanding of relevant theories and theorists.</p>	

	<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>
<p><b>4</b> 16-20 marks</p>	<p>Fluent, confident and accurate use of media terminology throughout.</p> <p>Accurate and thorough knowledge and understanding of relevant theories.</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>