

Mark Scheme (Results)

Summer 2016

Pearson Edexcel GCSE in
Digital Communication Unit 2
(5ED02/01)

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Summer 2016

Publications Code: 5ED02_01_1606_MS

All the material in this publication is copyright

© Pearson Education Ltd 2016

General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme, not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.
- Mark schemes will indicate within the table where and which strands of QWC are being assessed. The strands are as follows:

i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear

ii) select and use a form and style of writing appropriate to purpose and to complex subject matter

iii) organise information clearly and coherently, using specialist vocabulary when appropriate.

Section A: Unseen digital texts

Question Number	AO1: Read and understand digital communication in a range of contexts selecting relevant textual detail appropriate to purpose.	
1(a)	Accept any two valid responses. Older teenagers Young adults Fans of Adam Lambert, J. Cole and Jessie J Music experts Music fans. Accept all other valid responses.	(2 marks)

Question Number		
1 (b)		(4 marks)
	Indicative content	
	<p>If response to one identified valid audience is better than another then examiners must use the mark scheme to balance the comments of the candidate.</p> <p>Older teenagers – the music is quite modern, for instance: reference to Jessie J. Young adults – the design of the site with black, blue and white suggests an audience that is older than children. Fans of the music acts mentioned – tags are included for each of the major acts mentioned, therefore it would show up on an internet search. Music fans – there are articles about major music stars.</p> <p>Accept all other valid responses.</p>	
Band	Mark	AO1: Read and understand digital communication in a range of contexts selecting relevant textual detail appropriate to purpose.
0	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> • Basic understanding of the features of the text is evident • Limited references made to features from the text • Little comment is made about the intended meaning, purpose and/or audience of the text.
2	3	<ul style="list-style-type: none"> • Sound understanding of the features of the text is evident • Relevant references made to features from the text • Relevant comments are made about the intended meaning, purpose and/or audience of the text.
3	4	<ul style="list-style-type: none"> • Developed understanding of the features of the text is evident • Effective, sustained references made to features from the text • Detailed comments are made about the intended meaning, purpose and/or audience of the text.

Question Number		
2(a)	<p>Accept any three valid responses.</p> <p>Use of the blue "is" in amongst the title of the site The use of definite article "The" Column for the latest post Graphic of Jessie J/ Adam Lambert/ J Cole Blue font with "New Music" White background White font on black background Blue search icon button Black navigation bar Blue read more button Use of white on black icon for tags Use of ellipses "encouraging..." Use of adjective "new" Use of the imperative "Write" Formal language for "Flashlight" is the new single from Jessie J" Headlines such as "New Music..."</p> <p>Accept all other valid responses.</p> <p>Do not accept the following words on their own, as they are too generalised and can apply to any text:</p> <p>layout language language features colour picture.</p>	(3 marks)

Question Number		
2 (b)		(9 marks)
	Indicative content	
	<p>If the response to one identified feature is better than another then examiners must give a balanced mark using the criteria in the mark scheme.</p> <p>Some identified features allow for better analysis than others. Candidates' comments should be judged on the quality of understanding shown.</p> <p>Use of the blue "is" in amongst the title of the site – which allows the title to move into the slogan for the website, which links the idea of noise completely with the idea of knowing about music</p> <p>The use of definite article "The" – this suggests that this is the only site that can inform the reader about music</p> <p>Column for the latest post – this allows the reader to more easily navigate the website</p> <p>Graphic of Jessie J/Adam Lambert/J Cole – immediately appeals to the fans of these artists as they instantly communicate the nature of the contents</p> <p>Blue font with "New Music" – this is part of a house style for the website, which is clean and stylised and aimed at a slightly older audience</p> <p>White font on black background - this is part of a house style for the website, which is clean and stylised and aimed at a slightly older audience</p> <p>White background - this is part of a house style for the website, which is clean and stylised and aimed at a slightly older audience</p> <p>Blue search icon button – this is clearly linked to the black navigation bar beside it making it clear how users can find their way on the site</p> <p>Black navigation bar - this is part of a house style for the website, which is clean and stylised and aimed at a slightly older audience</p> <p>Blue read more button – the reader will be overwhelmed with text if the whole story is on this home screen, therefore the read more button gives the opportunity to ask for more text if they are interested</p> <p>Use of white on black icon for tags - this is part of a house style for the website, which is clean and stylised and aimed at a slightly older audience</p> <p>Use of ellipses "high-tempo..." – it is clear that this leaves an idea unfinished and encourages the reader to press the read more button to complete the sentence</p> <p>Use of adjective "new" – the whole point of the website is to get regular visitors therefore the use of the adjective persuades the user that there is a reason to keep coming back</p> <p>Use of the imperative "Write" – a quick communication of an action that is required of the user – clear and to the point</p> <p>Formal language for "Flashlight" is the new single from Jessie J to show that the site is serious about music and not just a fan site.</p>	

	Headlines such as "New Music..." to help the user navigate to the article that they find most interesting.	
	Accept all other valid responses.	
Band	Mark	AO1: Read and understand digital communication in a range of contexts selecting relevant textual detail appropriate to purpose.
0	0	No rewardable material.
1	1-3	<ul style="list-style-type: none"> • Basic understanding of the features of the text is evident • Limited references made to features from the text • Little comment is made about the intended meaning, purpose and/or audience of the text.
2	4-6	<ul style="list-style-type: none"> • Sound understanding of the features of the text is evident • Relevant references made to features from the text • Relevant comments are made about the intended meaning, purpose and/or audience of the text.
3	7-9	<ul style="list-style-type: none"> • Developed understanding of the features of the text is evident • Effective, sustained references made to features from the text • Detailed comments are made about the intended meaning, purpose and/or audience of the text.

Question Number		
3		(6 marks)
	Indicative content	
	<p>Strengths may include: clear layout with each album filling a square search bar is easily located use of white background allows album art to show up.</p> <p>Weaknesses may include: no title for the site which makes it hard to identify the brand of the site difficult to understand how to scroll along to see further music choices background is plain.</p> <p>Accept all other valid responses.</p>	
Band	Mark	A02: Analyse and evaluate how digital communication is designed to achieve effects and to engage and influence the audience/reader.
0	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> • Response is undeveloped • Limited reference to text components • Basic evaluation of effectiveness
2	3-4	<ul style="list-style-type: none"> • Response is clearly developed • Clear reference to text features and components • Clear evaluation of effectiveness
3	5-6	<ul style="list-style-type: none"> • Response is original and imaginative • Effective, sustained reference to text features and components • Well judged evaluation of effectiveness

Question Number		
4		(10 marks)
	Indicative content	
	<p>Candidates must comment on only one of these digital texts. Where more than one text is responded to give credit to the best response. For the chosen digital text, give credit to all other valid features.</p> <p>Website: Searchable using a search engine so it will attract the new music talent the executive is looking for/the images of the website can give a clear indication of the sort of music the executive is likely to sign up/ there is the opportunity to offer a contacts form so the new talent can get in touch with the executive/the new talent can upload music and videos on the website for the executive to see straight away.</p> <p>Social Networking Site: You can post an advert on Facebook that will appear on the newsfeed of anyone who searches for new music/the use of share feature means that messages and ideas can go viral/new musicians can communicate directly with the executive with the use of posts/messaging/ if musicians upload music on the executives page then it could go viral and already create a market.</p> <p>Interactive TV Programme: The use of text messaging to the TV programme can make money and can also tell the executive which new talent is the most popular new music/lots of moving images, famous people and sound means that the new music is packaged in a way to attract a market to the music once it is released/can have a supporting website that means that people can communicate with the executive and the new music talent.</p>	
Band	Mark	AO2: Analyse and evaluate how digital communication is designed to achieve effects and to engage and influence the audience/reader.
0	0	No rewardable material.
1	1-3	<ul style="list-style-type: none"> • Response is undeveloped • Limited reference to text components • Basic evaluation of effectiveness
2	4-7	<ul style="list-style-type: none"> • Response is clearly developed • Clear reference to text features and components • Clear evaluation of effectiveness
3	8-10	<ul style="list-style-type: none"> • Response is original and imaginative • Effective, sustained reference to text features and components • Well judged evaluation of effectiveness

SECTION B: Pre released digital text

Question Number	AO1: Read and understand digital communication in a range of contexts selecting relevant textual detail appropriate to purpose.	
5(a)	Accept any three valid responses: soundtrack moving images camera angles camera shots transitions zoom panning close-ups props set lighting. Accept all other valid responses.	(3 marks)

Question Number		
5(b)		(9 marks)
	Indicative content	
	<p>If the response to one identified component is better than another then examiners must give a balanced mark using the criteria in the mark scheme.</p> <p>Soundtrack – using <i>Rolling in the Deep</i> and nothing else, meaning the song is at the forefront of the point of the video Moving images – the use of camera movement around Adele as she sings the song that keeps focus on her and on the background Camera angles – such as the mid shot of Adele throughout, as she is at the centre of the video Camera shots – mostly focused on Adele’s face, focusing closely on the emotion she is putting into the music Transitions – the use of cut transitions that match the beat of the music Zoom - the use of the zoom in and out helps to move the audience around the house, which is at the centre of the idea of a broken home Panning – this moves around Adele as she is singing, which gives a lot of emphasis on the background of the run-down house Close-ups – focused especially on parts of the drum – because of the strong beat in the song Props – the use of the chairs/the weapon in the dancer’s hand/the cups/ the glasses filled with water that are all meant to represent the vibration and reverberation of the emotions in the song Set – the use of the old house – the idea of a broken-down home in contrast with the new-build city model that is the future Lighting – the difference between light and dark depending on the emotions.</p> <p>Accept any other valid responses.</p>	
Band	Mark	AO1: Read and understand digital communication in a range of contexts selecting relevant textual detail appropriate to purpose.
0	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> • Basic understanding of the components of the text is evident • Limited references made to components from the text • Little comment is made about the intended meaning, purpose and/or audience of the text.
2	3-5	<ul style="list-style-type: none"> • Sound understanding of the components of the text is evident • Relevant references made to components from the text • Relevant comments are made about the intended meaning, purpose and/or audience of the text.

3	6-9	<ul style="list-style-type: none">• Developed understanding of the components of the text is evident• Effective, sustained references made to components from the text• Detailed comments are made about the intended meaning, purpose and/or audience of the text.
----------	------------	---

Question Number		
6		(10 marks)
	Indicative content	
	<p>People like to see the musicians playing the music The video can attract attention because it is enjoyable and something people enjoy watching on its own It means the music can be played on TV and get more exposure It can support the meaning of the song, which will appeal to serious music fans who want to understand the story behind the lyrics It can be posted on the internet and go viral If controversial the video may attract the attention of news outlets/create word of mouth e.g. <i>Wrecking Ball</i> Release of video can be an event in itself if the act is famous for videos e.g. Mark Ronson.</p> <p>Accept all other valid responses.</p>	
Band	Mark	AO1: Read and understand digital communication in a range of contexts selecting relevant textual detail appropriate to purpose.
0	0	No rewardable material.
1	1-3	<ul style="list-style-type: none"> • Basic understanding of the components of the text is evident • Limited references made to components from the text • Little comment is made about the intended meaning, purpose and/or audience of the text.
2	4-7	<ul style="list-style-type: none"> • Sound understanding of the components of the text is evident • Relevant references made to components from the text • Relevant comments are made about the intended meaning, purpose and/or audience of the text.
3	8-10	<ul style="list-style-type: none"> • Developed understanding of the components of the text is evident • Effective, sustained references made to components from the text • Detailed comments are made about the intended meaning, purpose and/or audience of the text.

Question Number		
7*		(10 marks)
	Indicative content	
	<p>Strengths could include: effective lighting – to match the mood of the song clear transitions to the beat of the music clear close-ups on Adele clever images of (warrior) dancer fade to black is an effective ending.</p> <p>Weaknesses could include: the symbolism is unclear in its link to the lyrics Adele is too static, sat on a chair there is no clear narrative in the video, don't know what is going on and why the use of the drummer is odd, as no other musicians are included.</p> <p>Accept all other valid responses.</p>	
Band	Mark	AO2: Analyse and evaluate how digital communication is designed to achieve effects and to engage and influence the audience/reader.
0	0	No rewardable material.
1	1-3	<ul style="list-style-type: none"> • Response is undeveloped • Limited reference to text components • Basic evaluation of effectiveness <i>Communicates ideas using simple language but lacks clarity and organisation. There will be frequent errors in spelling, punctuation.</i>
2	4-7	<ul style="list-style-type: none"> • Response is clearly developed • Clear reference to text features and components • Clear evaluation of effectiveness <i>Communicates ideas using terminology and the organisation of material shows some direction and control. There will be few errors in spelling, punctuation and grammar.</i>
3	8-10	<ul style="list-style-type: none"> • Response is original and imaginative • Effective, sustained reference to text features and components • Well judged evaluation of effectiveness <i>Communicates ideas effectively using appropriate terminology and organises material coherently. Spelling, punctuation and grammar will be accurate throughout.</i>

Question Number		
*8		(14 marks)
	Indicative content	
	<p>There are a variety of approaches the candidates can take. Answers must name more than one digital text. Within these digital texts candidates must identify more than one component. If the evaluation of one identified text and/or component is better than another then examiners must give a balanced mark using the criteria in the mark scheme.</p>	
Band	Mark	AO2: Analyse and evaluate how digital communication is designed to achieve effects and to engage and influence the audience/reader.
1	1-2	<ul style="list-style-type: none"> • Response is undeveloped • Limited reference to text features and components • Basic evaluation of effectiveness <p><i>Communicates ideas using simple language but lacks clarity and organisation. There will be frequent errors in spelling, punctuation and grammar.</i></p>
2	3-5	<ul style="list-style-type: none"> • Response is partially developed • Some reference to text features and components • Sound evaluation of effectiveness <p><i>Communicates ideas using some terminology and there is some organisation of the material. There will be some errors in spelling, punctuation and grammar.</i></p>
3	6-8	<ul style="list-style-type: none"> • Response is clearly developed • Clear reference to text features and components • Clear evaluation of effectiveness <p><i>Communicates ideas using terminology and the organisation of the material shows some direction and control. There will be few errors in spelling, punctuation and grammar.</i></p>
4	9-11	<ul style="list-style-type: none"> • Response is well developed • Effective reference to text features and components • Detailed evaluation of effectiveness <p><i>Communicates ideas effectively using correct terminology and organises material clearly. Spelling, punctuation and grammar will be mostly accurate.</i></p>
5	12-14	<ul style="list-style-type: none"> • Response is original and imaginative • Effective, sustained reference to text features and components • Well judged evaluation of effectiveness <p><i>Communicates ideas effectively using appropriate terminology and organises material coherently. Spelling, punctuation and grammar will be accurate throughout.</i></p>

