

# Media Studies

OCR GCE in Media Studies H140

## Unit G322 – Exemplar Answer and Commentary – Candidate D – Low Level Answer

**16 PAGE  
ANSWER BOOK**

## GCSE, GCE, VCE and GNVQ Examining Bodies

For examiner's use.

- Use blue or black ink or ball-point pen.
- Write the information required in the spaces above.
- Use both sides of the paper.
- Write the question number in the left-hand margin.
- Rule a line across the page after each answer.
- Do all your rough work in this answer book and cross through any work you do not want marked. Do not tear out any part of this book. All work must be handed in.
- Write the numbers of the questions you answer in the order attempted in the left-hand column of the boxes opposite.
- Check that you have written the information required on each additional sheet used and have attached each sheet to this book.

Write here how many additional sheets you have used (if any).

[illegible]

Question  
number

A hand-drawn graph on lined paper. The graph features two intersecting lines. One line has a positive slope, starting from the bottom-left and moving towards the top-right. The other line has a negative slope, starting from the top-left and moving towards the bottom-right. The two lines intersect at a point in the first quadrant. A vertical line is drawn from the intersection point down to the x-axis, indicating the x-coordinate of the intersection.

Leave  
blank

Camera work	Jump	Editing	Sound	Mise-en-scène
Over the shoulder shot during conversations.	Cuts between the shot and shot of the headmaster during their conversation	OTS	Sound of accident links to scene of accident.	Stereotypical country
180° rule.	Cuts to each person as they speak.	↙	Dialogue - Accent	Warm clothing <sup>thesis</sup> setting suggesting Northern England or Scotland.
Tracking shot across building site.	Cuts during the different workers on the job site and showing what they are doing.		Music during work site scene	Interior of a large building - school?
TS of woman bar as she arrives as the girl has run away.	Jump cuts with 2 different OTS shots between man and girl.			Job site looks not very stereotypical
Accident shot				
Shot of girl reflected in glass as she runs away.				
Tracking shot of girl as she exits house.				

Leave blank

1 One way that the extract represents age is the way that ~~nearly~~ <sup>nearly</sup> all the men on the building site are probably 30+, which coincides with the ideology ~~of~~ that only older men are into DIY.

~~The setting of the conversation with the Headmaster inside what looks like a school, means that~~ when we see the ~~head~~ headmaster, the ~~is seen~~ camera is pointing slightly upwards, which signifies that with age comes importance, and that ~~his~~ he has been at this school for a long time.

The general mise-en-scene of the school suggests that it is a well-established school that has probably been there for quite a long time.

From an <sup>camera work</sup> ~~editing~~ perspective, the younger people are rarely seen on their own and when they speak, they often don't have very much screen time. This matches the ideology most parents have, which is: 'children should be seen, but not heard', which influences the audience's thoughts that to focus on if the directors do not believe children are very important or central characters.

The extract also represents younger people as subservient helpers, by the way that they are always being told ~~to~~ what to do by the adults, like when the girl is told to drive ~~go~~ into the town and pick up something, or when ~~a~~ the boy is seen sweeping outside

the house. This represents young people as people who are there to do chores for the adults so they can do something else. A lot of the camera shots look down on the children, which represents them as almost insignificant. This could be linked with the lack of screen time to represent younger people as unimportant, and even when they do have a line of dialogue, it is not generally heeded unless it bears some significance, like an opinion to a direct question from an adult.

On the other hand, adults or older people are represented as being in charge of everything through things like camera angles that look up at them, commanding dialogue and conversations with each other.

An example of this is the Pauls conversation with the headmaster when they are making arrangements about the headmaster's car, the headmaster announces that he is taking the girl back to school to finish her exams, he implies that nothing can stop this, and that the girl's opinion on this subject is irrelevant.

Further evidence is when the man leaves the headmaster's office and tells the girl 'I want you ready to leave by the time I get back', which also insinuates that the girl has no choice in the matter.

When the adults decide to act on the

girls future (explained in their dialogue) they are represented as kind and looking out for the girl, but when we see the shot of the girl sneaking out of the house, it is represented as rash and as mistake. This represents young people as careless and unaware of the consequences of their actions compared to the adults being represented as experienced and knowing that going back to school would be in her best interests.

Overall the extract represents adults as the dominant age group and gives them <sup>control</sup> ~~status~~ whereas young people are represented as servants that can be ordered about will.

CAA  
EG  
TBM

## 2 Area: Film

Media products are produced by studying the sales figures of ~~what is~~ current films and then making products similar to that which will appeal to the target audience and try to persuade them to pay for it. If the audience enjoys it, it is a win-win situation as positive reviews and recommendations help to attract more people. The way that the products are distributed is crucial in the film industry. Usually, an initial way to attract the audience's attention is ~~as~~ when they go to the cinema to see a film, and the cinema screens trailers for the new movies out soon. This sub-consciously

sub-consciously influences the reader to remember the film and attract them to it when it is released.

Other areas that are used to generate interest are adverts in newspapers and magazines, as a lot of people read a daily paper and this has the potential to reach a lot of people.

The introduction of the DSN or Digital Screen Network has made a tremendous impact on the distribution of films, as this means it is easier and cheaper to distribute films further and potentially generate ~~more~~ more profits, as more people can now see the film.

Usually, if a film is very popular, ~~there will be~~ the area of video games may be of use to generate profits, as popular films that have had a game release along with the DVD ~~are~~ are films like 'Batman Begins' and the recent film 'Wall.E'. The use of this area is mainly to generate more profits and it does this through subliminally targeting collectors of merchandise, because some of the audience like to collect everything to do with the film, such as the game, special-edition DVD, ~~any~~ and any other items associated with the films, like <sup>soundtracks</sup> ~~soundtracks~~.

The distribution of the products is very well spread, to increase the public's awareness and another way this is influenced

is to have a very early sale on the product, as this tempts <sup>more</sup> people to buy it, but it's thus generating more profits than if they had left the price of the product as normal.

If there is a high demand, people ~~may~~ the company might try only ~~shipping~~ distributing a small supply. This helps to make the public more determined to get it, and when a larger supply is available, more people turn up to buy it, so more money is made.

Another area that links with this that is not used so often is music. Some ~~films~~ films try to generate more profits by releasing a CD with the entire soundtrack of the film. An example of this was ~~Michael~~ Michael Bay's 'Transformers'.

Overall the ways that media products are produced and then distributed to the audience ~~are~~ combine to form one goal, which is to produce as much profit as possible whilst avoiding ~~producing lots of DVDs for a film that nobody wants to buy~~ any unnecessary losses.

General answer.

GAT

EG

TORN



### **Candidate D, Question 1**

There is a clear and contextual introduction to the response. Page 3, that attempts analysis but lacks the technical language needed:

*“The camera is pointing slightly upwards which signifies that with age comes importance”*

There is some development of an argument in discussion of the representation of age:

*“ the extract also represents younger people as subservient helpers” (P3)*

There are gaps in analysis, for example:

*“ A lot of camera shots look down on the children, which represents them as almost insignificant”*

There are evident omissions on the use of sound, editing and mise en scene. The explanation, analysis and argument is presented in a basic way and the use of terminology is minimal.

#### **Explanation/analysis/argument – Low Level 2**

#### **Use of examples – Low Level 2**

#### **Use of terminology – High Level 1**

### **Candidate D, Question 2**

The candidate's response contains some very general explanation in the opening paragraph:

*“The way the products are distributed is crucial in the film industry.” (P5)*

There is a lack of exemplification. The response continues with a brief discussion of 'digital screen networks' and discusses the point that this has had a tremendous impact on the distribution of films:

*“As this means it is easier and cheaper to distribute films further and potentially generate more profits.” (P6)*

This illustrates some basic knowledge and understanding of the topic.

Exemplification is limited to Hollywood products 'Batman Begins' and 'Wall E'. There is a brief and basic discussion of how these movies are distributed and targeted at an audience, but there is no discussion of who the audience may be.

The candidate's response is concerned primarily with the fact the film industry is profit driven. There is limited explanation, analysis and argument in the

response and minimal use of exemplification and use of terminology appropriate to the topic.

**Explanation/analysis/argument – High Level 1**

**Use of examples – Low Level 2**

**Use of terminology – Low Level 2**

**This candidate's combination of levels achieved have managed to meet the raw mark for an E grade for this paper.**