

# L2 Lead Examiner Report 1806



**June 2018**

NQF BTEC Level 1/2 BTEC First in  
**Creative Digital Media  
Production**

Unit 1: Digital Media Sectors and  
Audiences (21526E)

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## Grade Boundaries

### What is a grade boundary?

A grade boundary is where we set the level of achievement required to obtain a certain grade for the externally assessed unit. We set grade boundaries for each grade, at Distinction, Merit and Pass.

### Setting grade boundaries

When we set grade boundaries, we look at the performance of every learner who took the external assessment. When we can see the full picture of performance, our experts are then able to decide where best to place the grade boundaries – this means that they decide what the lowest possible mark is for a particular grade.

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### Variations in external assessments

Each external assessment we set asks different questions and may assess different parts of the unit content outlined in the specification. It would be unfair to learners if we set the same grade boundaries for each assessment, because then it would not take accessibility into account.

Grade boundaries for this, and all other papers, are on the website via this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

## Unit 1: Digital Media Sectors and Audiences

Grade	Unclassified	Level 1 Pass	Level 2		
			Pass	Merit	Distinction
Boundary Mark	0	14	22	30	39

## Introduction

This paper was the ninth version sat by candidates and the performance has been on a par with the expected standards at this time of year. Some question types are now extremely well-answered by learners, however in some cases learners failed to access questions that required a broader knowledge of the specification.

Centres are reminded that the entire specification is in scope for this exam. In particular, learners seem to struggle with certain theories such as uses and gratifications, objectivity in research as well as issues of representation in media products.

The best performance came from learners who had both breadth and depth of their understanding of the subject within the unit.

In the long answer questions learners who were able to give multiple arguments about the subject (or give different options for the video in the final question) performed well. Some learners had clearly been able to keep up to date with current debates about the changing media landscape and in particular how the rise of technology is affecting traditional media sectors (such as print news).

Overall there was evidence of learners having been well taught across the range of unit content, with the extended questions allowing for differentiation across learner abilities.

# Introduction to the Overall Performance of the Unit

There was good distribution of marks across the cohort making the performance on this paper in line with expectations (compared with last year's paper which appeared to be more difficult for the cohort). There were a number of questions that discriminated particularly well with the cohort distributed across all mark traits.

Where questions asked learners to provide three examples of something, only the very strongest learners were able to provide three separate and valid examples although a large proportion were able to find one. This type of question performed very well. In many cases learners tended to repeat themselves across answers and this limited their ability to gain marks.

Within the "explain" type questions there are still many learners who appear unable to link a point to its effect (upon the audience or the media company in question).

Q10a included the image of a poster campaign and required the learners to explain examples of stylistic features used within it. Learners have generally been prepared well to answer this type of question although in this series far fewer learners were able to give valid examples. In this paper Q10b extended this scenario to a promotional video. Here, many learners appeared to focus their answer on the content of the video rather than describing precise and deliberate selection of particular video techniques to create the style of the video. This distinction between style and content needs to be taught to learners before they undertake this examination.

## Individual Questions

The following section considers each question on the paper, providing examples of popular learner responses and a brief commentary of why the responses gained the marks they did. This section should be considered with the live external assessment and corresponding mark scheme.

### Q01

This question performed as expected and discriminated well between learners. Many learners were unable to distinguish between media sectors, products, devices, formats and platforms in this question. The unit specification clearly gives these distinctions and this should be outlined to learners.

#### This response gained two marks

1 A media company is releasing a new moving image product.  
Give **two** possible distribution platforms for this product.

1 ...website

2 cinema

(Total for Question 1 = 2 marks)

The learner has given two valid platforms for the moving image company to distribute their products on. Website is valid as is cinema. The learner has spelled 'cinema' incorrectly but this is not an English examination and the intention is clear that they are referring to a valid distribution method.

#### This response gained no marks

1 A media company is releasing a new moving image product.  
Give **two** possible distribution platforms for this product.

1 Moving Image

2 Audio

(Total for Question 1 = 2 marks)

Neither Moving Image nor Audio are valid distribution platforms. Here the learner has confused platforms with media sectors.

### Q02

This question was answered correctly by most learners. In this multiple choice question the learners had to identify which of the options was an example of an interactive feature of an e-magazine.

2 Which **one** of the following is an example of an interactive feature of an e-magazine?

- A Copy
- B Hyperlinks
- C Masthead
- D Layout

(Total for Question 2 = 1 mark)

### Q03a

The performance was distributed across the three possible mark traits with many learners not being able to access any marks for this question. Again, it is possible that the inclusion of a scenario based in the radio sector may lead to some learners struggling with this type of question.

#### This response gained two marks

3 A radio station wants to increase its range of programmes that are non-music based.

(a) Give **two** examples of **non-music-based** radio programmes the station could produce.

(2)

1 Discussions

2 Games

This response receives two marks. Both Discussion panel shows and Game shows are prevalent on speech radio.

#### This response gained no marks

3 A radio station wants to increase its range of programmes that are non-music based.

(a) Give **two** examples of **non-music-based** radio programmes the station could produce.

(2)

1 Broadcasts

2 Podcasts

Neither Podcasts or Broadcasts are valid examples of radio programmes. All programmes can become Podcasts or Broadcasts but these are not examples of alternatives to music-based programming.

### Q03b

In this question a surprising number of learners did not give the correct answer. It is important that learners understand the different stages of the development of a media product as this is a prominent feature of the unit specification.

(b) A producer at the station edits audio clips from a recently aired programme.

Identify this stage of the development process.

(1)

- A Pre-production
- B Production
- C Post-production
- D Distribution

### Q03c

Most learners received two marks for this question as it is mostly straightforward. Where learners lost marks, this could have been through repetition or through their answers not being specific enough.

**This response gained 2 marks**



(c) State **two** types of sound that could be used in the programme. (2)

1 They could use <sup>non-</sup>diegetic sound, so to have a narrator.

2 They could also add diegetic music, so both the actors and the audience can hear the music.

(Total for Question 3 = 5 marks)

This receives two marks. While this is an excellent response “music” and “narrator” would have been equally valid for this question.

**This response gained 0 marks**

(c) State **two** types of sound that could be used in the programme. (2)

1 Loud

2 quiet

(Total for Question 3 = 5 marks)

Neither of these responses is specific enough to receive a mark. They do not describe a type of sound that could be used in a radio programme (just the levels of sound in the mix).

### Q04a

This item proved to be more difficult than expected with around one third of learners unable to select the correct option.

4 A researcher interviews a victim to get information for a TV documentary about bullying.

(a) Give the name of this type of research.

(1)

- A Secondary, qualitative
- B Secondary, quantitative
- C Primary, qualitative
- D Primary, quantitative

### Q04b

In this question learners were given interviews as a primary research method and asked to provide two others. This was challenging for some learners who tended to repeat one method or offer secondary examples.

### This response received 2 marks

(b) Interviews are a research method.

Give **two other** research methods the researcher could use.

(2)

- 1 They could produce online surveys for the victims to answer.
- 2 They could do vox-pops on the street.

Online survey is valid and worth one mark. It could be argued that a Vox Pop is similar to an interview (many, short interviews with the public) although this is listed as a separate research method in the specification so is rewarded with a mark.

### This response received 1 mark

(b) Interviews are a research method.  
Give **two other** research methods the researcher could use. (2)

1 Surveys

2 They could use a petition.

Surveys gets a mark but using a petition is not a valid research method so did not receive a mark.

### Q04c

This paper included some questions like this one where learners were asked to “explain” something meaning that they would have to give an example and then explain the effect of this on the product, audience or producer. In this case the learners would have to identify what objective research was and then say why this is important to either the audience, producer or the product. Each year there are many learners who can carry out the first part of an answer to questions like these but fewer are able to gain the second mark for expansion. It was clear that many learners were unfamiliar with the concept of objectivity in research.

### This response gained 2 marks

(c) Explain **one** reason why it is important that the research carried out for the TV documentary is objective. (2)

As this way it will be more accurate and applicable to the documentary. This means that a clearer idea of the information will be gained and the documentary will be more reliable.

In a roundabout way, this learner has given a response that receives two marks. Firstly, there is an assertion that the researcher will gain a clearer idea of the information gained (through the use of objective research) and this point gains a mark. The answer then goes on to say that this makes the

programme more reliable. This explanation of the result of the clear information through objective research gains the second mark.

### This response gained 1 mark

(c) Explain **one** reason why it is important that the research carried out for the TV documentary is objective. (2)

so that ~~there~~ they get the specific information that they need for the documentary, and so that they get the correct information.

DO NOT WRITE IN THIS AREA

This answer receives a mark for alluding that objective research is more likely to deliver 'correct' or valid information but does not go on to explain what the effect of this would be on the documentary, producer or audience.

### Q04d

This was another explain question that in this case required learners to give an example of how the programme makers would have to respond to the Ofcom Broadcasting Code and then for the second mark, explain the impact on the programme or audience. The scenario for this question (being a documentary about bullying) may have distracted some learners in answering this question as performance was slightly lower than expected.

### This response received 2 marks

(d) Explain **one** way that the producers of the bullying documentary will have to comply with the Ofcom Broadcasting Code. (2)

they will have to ensure their material cannot be too graphic as bullying can obviously end in horrible ways and there is a danger that this may affect the audience

DO NOT WRITE IN THIS AREA

This response receives full marks. The learner gives the example that the programme cannot be too graphic (gaining the first mark for the identification of this point) and then goes on to explain why this part of the code is in place, to protect the audience (gaining the second mark).

**This response received one mark**

(d) Explain **one** way that the producers of the bullying documentary will have to comply with the Ofcom Broadcasting Code. (2)

to make sure that they dont air any harmful content.

This response only receives one mark. The learner identifies that the code restricts the depiction of harmful content but does not go on to explain why that part of the code is in place (to protect the audience).

**Q04e**

In this question, learners were required to give two further media regulators (having been given Ofcom in the previous question). Mostly, learners were able to respond well to this question.

**This response received two marks**

(e) Ofcom is one media regulator.  
Name **two other** regulators of media products. (2)

1 BBFC

2 ~~Ofcom~~ PEGI

(Total for Question 4 = 9 marks)

Both the BBFC and PEGI are valid UK media regulators.

### This response received no marks

(e) Ofcom is one media regulator.

Name **two other** regulators of media products. (2)

1 website's - This way people will understand how it makes people feel

2 poster's - so people know it's not aloud.

(Total for Question 4 = 9 marks)

This learner has misunderstood the term regulators so has given two incorrect responses to this question.

### Q05

In this question the learners were asked to give an example of how a children's TV programme might attract a secondary audience. Learners did significantly less well on this question than on questions that previously gave an example and then asked them to identify the term 'secondary audience.' In many cases the learners were able to state that parents might watch the programme but did not give a valid way that the producers could attract them as a secondary audience (having well known mainstream actors appear on the programme or have jokes and references aimed at adults that the children would not necessarily understand).

### This response received 1 mark

5 Give **one** way a children's programme could attract a secondary audience.

if the producers included jokes that the child's parent would laugh at even though the child may not understand

(Total for Question 5 = 1 mark)

This response receives the mark for giving a clear and valid example of the way the programme can attract a secondary audience. There is an example here of what the programme is doing to attract the secondary audience, rather than simply stating that parents might watch (which would not receive a mark).

### This response received no marks

5 Give **one** way a children's programme could attract a secondary audience.

*the If the children are watching then the parents might watch with them.*

(Total for Question 5 = 1 mark)

DO NOT WRITE IN THIS AREA

While it is true that the parents would be a secondary audience in this answer, there is no attempt to give an example of how the secondary audience would be attracted (as asked in the question).

### Q06

In this question, learners were asked to give three elements of mise en scène that might be used in a computer game. Three-mark questions like this tend to discriminate well between the strongest learners (who typically can give three separate and valid responses) and the less able (who tend to repeat the same feature in their responses).

### This response received 3 marks

6 A new 'survival horror' game is being produced. The game puts the player in a series of different locations.

Give **three** elements that can be included to develop the mise-en-scène for a location in this game.

1 *props*

2 *different costumes on the player*

3 *different hairstyles on the player.*

(Total for Question 6 = 3 marks)

DO NOT WRITE IN THIS AREA

This learner has identified three valid elements of the mise en scène. Props is valid and both costume and hairstyle are awarded separate marks.

### This response received 1 mark

DO NOT WRITE IN THIS AREA

6 A new 'survival horror' game is being produced. The game puts the player in a series of different locations.

Give **three** elements that can be included to develop the mise-en-scène for a location in this game.

1 Forest

2 Haunted house

3 Military base

(Total for Question 6 = 3 marks)

This response only receives one mark for identifying different settings. Multiple examples of the same element of mise en scène did not receive further marks.

### Q07a

This question required the learners to give two products (other than Newspapers and Magazines) that are in the publishing sector. Many learners confused these products with those from other sectors.

### This response received 2 marks

DO NOT WRITE IN THIS AREA

7 (a) Newspapers/e-newspapers and magazines/e-magazines are products from the publishing sector.

Name **two other** publishing sector products. (2)

1 e-books / books

2 ~~magazines~~ posters / posters used online

This response receives two marks as two separate publishing products are identified. eBooks and books are only worth one mark. Posters is awarded the second mark.



**This response received 1 mark**

DO NOT WRITE IN THIS AREA

7 (a) Newspapers/e-newspapers and magazines/e-magazines are products from the publishing sector.

Name **two other** publishing sector products. (2)

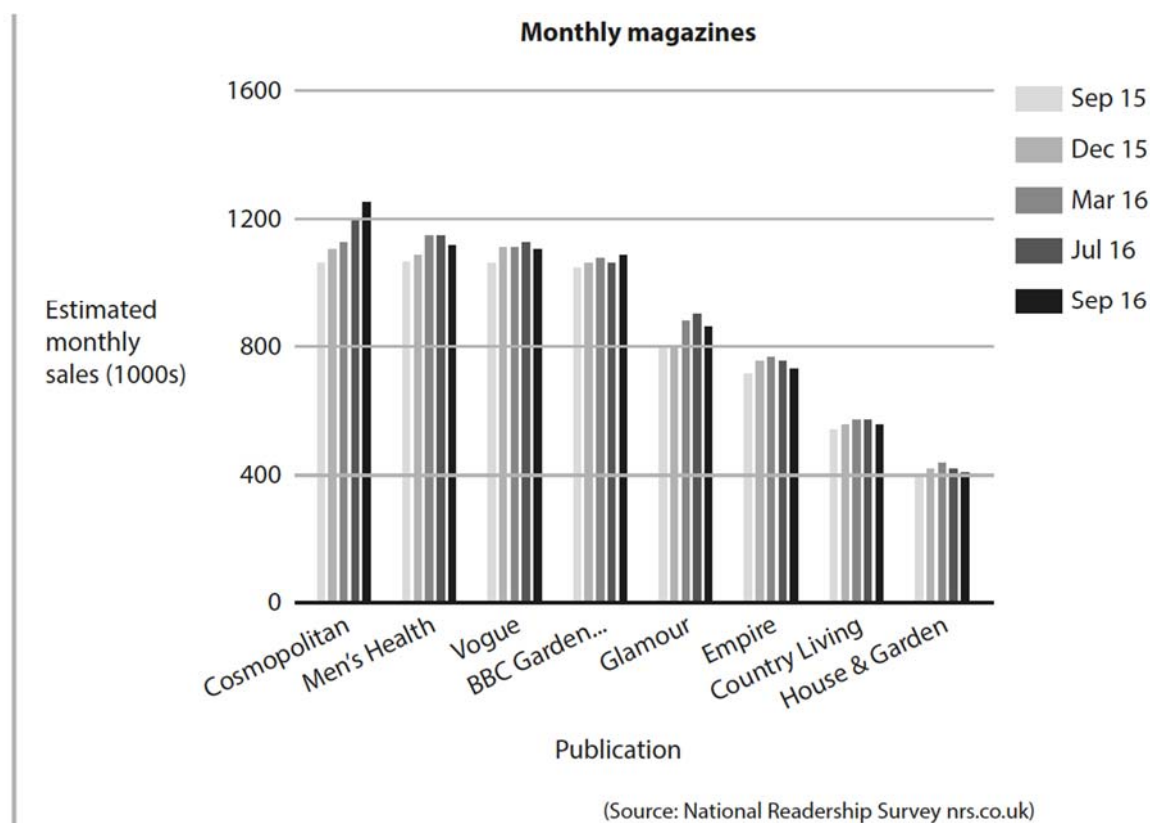
1 adverts

2 TV shows

Adverts could refer to printed billboard advertisements so receives a mark. TV shows is awarded no marks as this is an example of a product from the moving image sector.

### Q07b

This question proved to be very easy for learners with the overwhelming majority able to gain one mark for identifying the trend in circulation.



(b) Name the publication with the highest increase in sales over this period.

(1)

- A Vogue
- B Men's Health
- C Empire
- D Cosmopolitan

### Q07c

In this, the first of the papers long answer, eight-mark questions, learners were asked to discuss the contrasting trends in circulation for newspapers and magazines. Many were able to make points about how technology has disrupted the newspaper business model but only the stronger learners were able to explain how magazines were more insulated from this (through the long form content and higher quality images etc.). Stronger learners

were able to discuss the form of the respective products and link this to the trends in sales.

### This response received 7 marks

like collectors  
have become ~~an~~ almost a ~~basic~~ item so more  
are purchased. ~~and~~ However magazines are still purchased  
because the consumers like the idea of the <sup>printed</sup>  
magazine and being able to read it on a paper  
copy so they purchase it. It's also due to the  
consumers age. Many of those who read magazines  
are elderly and don't necessarily use technology as  
well as the younger generation<sup>so</sup>, so they purchase  
the physical copy. ~~Magazines are not~~ Magazines aren't  
released everyday, as a newspaper is, so the consumer  
has more time to go and purchase the magazine;  
and therefore more printed copies are purchased as

(c) Printed newspaper sales are going down while magazines sales are steady or increasing.

Discuss the factors that have led to these trends in the consumption of newspapers and magazines.

(8)

As technology advances, there are more e-newspapers  
available to the consumers. <sup>There are</sup> More people with a mobile  
phone, so for them to purchase an e-newspaper on their phone  
is cheap, <sup>more convenient</sup> and immediate. The e-newspaper has  
immediacy so the consumer can purchase the e-newspaper without  
having to wait like as with a printed newspaper. The  
consumer has to physically go and purchase it. So the  
convenience and immediacy has led to an increase in  
online <sup>printed</sup> sales, however a decline in sales of ~~printed~~ copies.  
However magazines still are selling well. Magazines

They're available for a longer. That's why more printed magazines are sold than printed newspapers. Technology has revolutionised how media is consumed, especially newspapers. Having the magazines <sup>being</sup> available for longer benefits the consumer as they have more time to purchase the product as many of them work most of the time and otherwise wouldn't have time to purchase the magazine; having the magazine available for longer expands the audience and therefore more people <sup>may</sup> <sup>buy</sup> purchase it.

This is an excellent response. The learner gives a clear explanation of the decline of sales of newspapers discussing the greater portability, convenience and immediacy of mobile versions of newspapers and online news. The learner goes on to give an explanation of why magazines have been somewhat protected from this effect (as they are released less often). In order to get top marks the learner would perhaps have needed to discuss the qualitative aspects of the magazine product (glossy, high quality colour printing for photographs and long form articles) and why these are better suited to the printed product.

**This response received 3 marks**

(c) Printed newspaper sales are going down while magazines sales are steady or increasing.

Discuss the factors that have led to these trends in the consumption of newspapers and magazines.

(8)

People don't tend to buy newspapers because they can read everything they need to know online.

Teenagers like to read about gossip so that could be one of the reasons they would buy some magazines.

with the younger generation it isn't seen as "cool" to read a newspaper where as with some magazine it is.

Some people don't like to read about the bad stuff that's going on in the world so they will choose a magazine over the newspaper.

less people are buying newspapers because they are boring.

They older generation will tend to buy the newspapers more than the younger generation because the younger generation tend to like to read about gossip or music instead of the news.

Newspapers aren't as popular as they used to be.

There are some interactive elements to a magazine that people can do with friends so the younger generation will buy it just for that reason.

DO NOT WRITE IN THIS AREA

DO NOT

IN THIS AREA

DO NOT WRITE IN THIS AREA

There is still a lot more people reading newspapers to magazines as some people don't care about gossip and just want to know what's going on in the world but that number is slowly decreasing every year.

This is a more basic response that repeats much of the stimulus material back to the reader and makes some general points about the audience for both magazines and newspapers. There is little insight into what the reasons for the trends in sales might be and the answer makes some basic statements (such as that newspapers are boring). The answer whilst relatively lengthy does not reach the middle mark band.

### Q08a

This question required the learners to explain how the audience might benefit from interacting with a media product. The learner would need to give a valid example of interaction and then explain how this benefited the audience member to receive both marks.

### This response received 2 marks

**8** Media audiences are described as active and passive.

(a) Explain **one** example of how an audience member could benefit from interacting with a radio show. (2)

This way, they ~~is~~ may learn some facts they didn't know before, by participating in a ~~quiz~~ quiz, for example.

This answer links two points. The learner gives an example of an interaction with the product (participating in a quiz) and explains how this might benefit the audience member (they may learn something).

### This response received 1 mark

**8** Media audiences are described as active and passive.

(a) Explain **one** example of how an audience member could benefit from interacting with a radio show. (2)

*A passive member of the audience hears that someone on the air on the show then they might think they can. So more will try.*

This response gets a mark for identifying that audience members can appear on the radio show but this is not explained in terms of the benefit towards the audience member so cannot receive the second mark.

### Q08b

Learners performed less well on this question than expected. It may be the case that a proportion of the learners were not familiar with the uses and gratifications audience theory. Learners were required to explain an example of media consumption and how it linked to the theory.

### This response received 2 marks

(b) Being an active audience supports the 'Uses and Gratification' theory.

Explain **one other** example of the use of a media product that supports the 'Uses and Gratification' theory. (2)

*People Active audiences play video games <sup>to</sup> ~~get~~ <sup>gratify</sup> ~~the~~ <sup>need of diversion (escapism)</sup> ~~diversion~~ <sup>it's</sup> a way for them to escape reality and relax, this gratifies their needs*

(Total for Question 8 = 4 marks)

This receives two marks. The learner has given a valid example (a user playing computer games) and has linked this to escapism as a way of applying the uses and gratifications theory.

### This response received 1 mark

(b) Being an active audience supports the 'Uses and Gratification' theory.

Explain **one other** example of the use of a media product that supports the 'Uses and Gratification' theory.

(2)

Playing a game. It is interactive and fun  
People choose to play it and are an active  
audience for doing so.

(Total for Question 8 = 4 marks)

In this example the learner has given a valid use of a media product (interactive games) being fun although they have failed to apply the theory to this example.

### Q09a

In this question learners were mostly able to identify that what was being described was an example of personalisation in a media product.

### This response received 1 mark

9 A new game lets players build their own main character from a range of options.

(a) What is this feature called? (1)

Personalisation

This learner has given the correct answer.



**This response received 0 marks**

9 A new game lets players build their own main character from a range of options.

(a) What is this feature called? (1)

Interactive

While the ability to personalise profiles is an interactive feature, this question is specifically targeting personalisation and this answer is too vague to receive a mark.

**Q09b**

In this question, learners were required to identify stereotyping or generalisation. Mostly, learners were able to successfully answer this question.

**This response received 1 mark**

The villains in the game all have similar recognisable accents, appearances and phrases.

(b) What is this representation of the villains called? (1)

stereotypic representation of villains.

This response identifies the stereotypical representation and so gains one mark.

**This response received 0 marks**

The villains in the game all have similar recognisable accents, appearances and phrases.

(b) What is this representation of the villains called? (1)

antagonist

While this term does define the villains in a game, the question specifically points the learners to the stereotyping in use. This response receives no marks.

### Q09c

Many learners answered this question in a different way than was expected. Learners tended to link the scenario to the requirement to make the game interesting (varying the villains to avoid repetition, for example). Learners achieved both marks if they were able to identify the consideration and then explain the effect on the audience, producer or game.

### This response received 2 marks

(c) Explain **one** consideration for the gaming company when designing characters in this way. (2)

They need to make sure that the villains are all unique and have no connection to one particular culture so diversity can be fully represented, and can't offend consumers

(Total for Question 9 = 4 marks)

This response links the games company ensuring that no character represents any real person with their not causing offence by the use of stereotyping and so gains two marks.

### This response received 1 mark

(c) Explain **one** consideration for the gaming company when designing characters in this way. - in what way (you have ~~one~~ two)? (2)

they need to make sure it is not offensive?

(Total for Question 9 = 4 marks)

This response identifies a consideration for the games company but does not expand on this point (receiving just one mark).

### Q10a

In this image-based question learners tended to do less well than they have done on previous versions of the paper. This might be because there is a lot more content to distract the viewer in this image, leading to learners discussing this rather than the style.

Some learners failed to achieve the second mark because while identifying a valid stylistic code, they were unable to explain how this might have an effect on the audience.

### This response received 2 marks

(a) Explain **one** stylistic code that the designer has used to create meaning for the audience. (2)

They've used a low angle shot to portray the runner's power and strength. They've also used big bold text as a hashtag to grab the consumer's attention <sup>to engage them</sup> and make the name very catchy and hard to forget.

In this example the learner has picked a stylistic code (the low camera angle) and linked this to the connotation of power gaining two marks.

### This response received 1 mark

(a) Explain **one** stylistic code that the designer has used to create meaning for the audience. (2)

A large hashtag to get the poster's message trending.

This learner has identified the size of the hashtag which is a stylistic code in the poster. The response does not explain how this creates meaning for the audience so receives just one mark.

## Q10b

In the final item on this paper, learners had an eight-mark question that required them to expand on the previous question and discuss how they may make a promotional video for the 'Run for it' service. Many learners focussed too much on content of the video rather than the stylistic codes. Where learners performed well, they tended to give specific and precise ideas for the stylistic approach to the video and then explained how this would be effective.

### This response received 8 marks

(b) #RUNFORIT wants to create a video to promote the running app on social media.

Discuss how the director can use stylistic codes in the video to create meaning for the audience.

(8)

The director can use non-diegetic sound, such as background music, to reinforce the action on-screen. Using ~~this~~ intense music, for example, will ~~not~~ ~~the~~ ~~act~~ make the video appear to be more "extreme" and catch the audience's attention. ~~Non~~ Diegetic sounds such as the wind and the sound of feet running will allow the audience to place themselves in the action on-screen, immersing them.

The director could use fast-paced action sequences and quick cuts to emphasize the intensity of the video. Incorporating a variety of camera angles will also keep the audience's attention.

Using actors who are highly skilled at running or have athletic bodies will enforce the idea that, if you are to sign up for this training program,

you will quickly see results.

Mise-en-scene such as lighting the costume of the actors will also help sell the product, as athletic gear will ~~conote~~ denote exercise and enforce the product's theme.

As the director intends to distribute the product on social media, he should aim to make the video short and snappy, as to keep the attention of people using social media, who will quickly move on to something else if they are bored. ~~to~~

Another way of keeping this ~~audience~~ audience's attention would be using bright colours to keep the tone of the piece cheery as not to deter viewers.

Using imagery that connotes success will also relate to the point of the product. The director would want people to think that using this product will grant them great

results, so images of people running, winning races, etc, will engage this idea.

Stylistically, they should aim to appeal to the "X-TREME" exercise machine market by appearing as intense, successful, and athletic as possible.

In conclusion, the director should consider all things, from sound, to pacing, to costume, in order to keep his video relevant and **(Total for Question 10 = 10 marks)**

tailored for sharing on **(TOTAL FOR PAPER = 50 MARKS)**  
social media.

This response gives a persuasive description of how the director of the video can use a range of stylistic codes to create meaning for the audience. The

answer consistently gives clear justifications of how the stylistic choice creates meaning for the audience.

### This response received 4 marks

- Fast paced audio to fit the theme of the video
- mini interviews on people that have used it before
- close ups shots
- ~~profile~~ profile shots
- Pauses in the fast pace (such as the music stopping to create an effective atmosphere, giving the opportunity for speech)

All of these techniques would create different positive meanings towards the audience.

- wide shot would show/emphasize the amount of ground

(b) #RUNFORIT wants to create a video to promote the running app on social media.

Discuss how the director can use stylistic codes in the video to create meaning for the audience.

The video itself should ~~not~~<sup>not</sup> be too long and should get straight to the point, considering the audience's attention span. (8)

In the video itself, many stylistic codes can be used, such as:

- ~~wide~~ wide shots
- perspective shots
- over the shoulder shots
- low angle shots
- high speed, fast paced cuts
- cuts such as J or L cuts

you can cover running, using this app

- perspective shots can give the audience a glimpse of what's to come if they were to use this app
- low angle shots would make the person running look more comfortable and confident and may possibly intrigue the audience ~~to~~ into wanting to try themselves.
- ~~face~~ fast paced shots would emphasize the speed and 'coolness' factor of using the app
- J cuts or L cuts just look cool

This is a middle mark band response. The learner has given a wide range of stylistic codes that could be used in this video although not all of them are applicable in this scenario ('J' and 'L' cuts refer to dialogue editing and this may not be used in the montage editing that is proposed in this idea, for example). There are some simplistic reasons why the use of the chosen stylistic codes would be appropriate ("J' and 'L' cuts just look cool", for example) and it is not clear that these examples have been well thought through.



## Summary

Based on their performance on this paper, learners should:

- Use appropriate technical language throughout their responses, i.e. Use the correct names such as transitions, cuts, fades, shot types and angles etc.
- Tailor their response based on the command word in the question, e.g. explain will require an expansion of a point, discuss requires looking at both possible points/arguments, evaluation will require some form of conclusion.
- Use the number of marks awarded as a guide to the depth of response required.
- Be clear about terminology used in the specification as these words will be repeated in the exam paper, e.g. edits, camerawork, use of sound.
- Know the different theories be able to apply them in different contexts
- Have a clear understanding of the different stages of product development as set out in the unit specification
- Have a clear understanding about the difference between media products, devices, formats and platforms as set out in the unit specification
- Differentiate between style and content of media products

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