

L2 Lead Examiner Report 1901

January 2019

**L2 Qualification in Creative
Digital Media Production**

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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.

When our experts set the grade boundaries, they make sure that learners receive grades which reflect their ability. Awarding grade boundaries is conducted to ensure learners achieve the grade they deserve to achieve, irrespective of variation in the external assessment.

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	L1	Level 2		
		P	M	D
Boundary Mark	14	22	30	39

Introduction

This paper was the tenth version sat by learners and the performance has been on a par with the expected standards at this time of year. As more and more papers are written against the unit specification it is inevitable that this assessment will begin to target less familiar content in the specification (this paper had questions that required an understanding of the validity of research as well as the difference between qualitative and quantitative research methods whereas in the past we have asked questions about the difference between primary and secondary research methods).

Centres are reminded that the entire specification is in scope for this exam. In addition, the exam covers all media sectors and while many learners be less comfortable with audio or print journalism, these remain in scope for this assessment. There was feedback that in some cases in this examination, the question stems (inserted to provide some context for the questions) confused learners and put them off answering. In question 4d, the learners were given the context that following The Leveson Inquiry, there had been calls for press regulation had become more strictly controlled. They were then asked to discuss the advantages and disadvantages of stricter regulation for the press. Learners were able to answer the question (and most did) without any reference to or knowledge of the Leveson Inquiry itself. Learners need to be prepared for being able to differentiate what is being asked by each question and what form the answer should be in. In particular, the command verb used indicates the level of complexity of the response required.

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 a creative, structured response in the final question) performed well.

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 (although this paper did prove to be slightly more difficult for the learners compared with last year). 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).

In this paper the multiple-choice questions (that generally require learners to recall a term from the specification), proved more difficult for the cohort (possibly as the paper moves to cover less well-known elements in the unit). Learners should be encouraged to revise the full specification with glossaries before taking this examination to give themselves the best chance of accumulating marks.

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 devices, platforms and services (such as YouTube and Netflix). Most learners were able to gain both marks for this question.

This response gained two marks

1 The content of a video streaming company is available on demand on devices such as PCs/laptops and mobile phones.

Name **two other** devices that can stream on demand video.

1 Smart TV

2 Tablet

(Total for Question 1 = 2 marks)

The learner has given two valid devices that can stream on demand video. Examiners would accept names of devices (such as iPad, X-Box etc.). Learners needed to name two different devices (or types of device) to be awarded two marks (e.g. PS4 and X-Box would receive one mark only as the learner would have given two examples of one type of device – in this case, games consoles).

This response gained one mark

1 The content of a video streaming company is available on demand on devices such as PCs/laptops and mobile phones.

Name **two other** devices that can stream on demand video.

1 Smart phones

2 Smart TVs

(Total for Question 1 = 2 marks)

Smart TVs is valid and received a mark. Smart phones repeated the example given in the question and so could not be awarded a mark.

Q02a

A surprising number of learners were not able to give a valid example of an alternative moving image product to a TV soap opera. Many learners are not clear about what contributes a product, format, device, platform etc. It is important that learners are aware in the way these elements are categorised in the unit specification to be able to gain the marks associated with these questions.

This response gained one mark

2 A TV company creates a new TV soap opera.

(a) Name **one other** moving image product it could make.

(1)

a reality show

A reality show is a valid example of a moving image product so is worthy of a mark.

This response gained no marks

2 A TV company creates a new TV soap opera.

(a) Name **one other** moving image product it could make.

(1)

Close up shot

Here, the learner may have confused camera shots with moving image products.

Q02b

Learners did well on this question with those who had been taught the elements of 'mise en scene' mostly able to gain both marks.

This response gained two marks

The TV company employs a costume designer to create the costumes for its products.

(b) Give **two** ways to create 'mise en scène' **other** than costume.

(2)

1 lighting

2 make-up

Lighting is a valid element of the *mise en scene* of the product. Make-Up is a distinct element from costume so this is also valid and received a mark.

This response gained no marks

The TV company employs a costume designer to create the costumes for its products.

(b) Give **two** ways to create 'mise en scène' **other** than costume.

(2)

1 The use of colour

2 The use of audio

Neither the use of colour or audio are valid elements of *mise en scene* so this response was not able to receive any marks.

Q02c

This question split the cohort almost in half, with only just over 50% of learners able to identify Synergy as the correct answer. As mentioned earlier, learners would do well to create glossaries that cover all of the terms in the specification to help their preparation with the examination.

- (c) The TV programme is going to be supported by an interactive game on the TV company's website.

(1)

This is an example of:

- A Convergence
- B Synergy
- C Personalisation
- D Streaming

Q02d

This question became challenging for learners as the two most typical answers about benefits to consumers of accessing content through mobile devices were removed in the question stem. Only around a third of the cohort were able to give two valid answers without repeating the ones given in their other example or the examples given in the question.

This response gained 2 marks

- (d) The TV company is going to release the game as an app for mobile devices. It wants the audience to be able to access the game in a portable and convenient way.

Give **two other** benefits to users of the game being available on mobile platforms.

(2)

1. ~~On mobile platforms,~~ ^{The} game being available on mobile platforms means it's easier to access.
2. The game being available on mobile platforms means there's better/quicker immediacy to when you can view it.

(Total for Question 2 = 6 marks)

The first part of the answer refers to accessibility and is valid. The second part of the answer is concerned with the immediacy of the game (being instantly available and up to date) which is also a valid benefit to it being available on mobile platforms.

This response gained 1 mark

(d) The TV company is going to release the game as an app for mobile devices. It wants the audience to be able to access the game in a portable and convenient way.

Give **two other** benefits to users of the game being available on mobile platforms.

(2)

- 1 they can immediatly play whenever they would like
- 2 they can easily come OFF ~~and on~~ the game and return

(Total for Question 2 = 6 marks)

Both of these answers refer to the benefit of immediacy, so this response received just one mark.

Q03a

This item required learners to give qualitative examples of research. Learners had a mixed performance and were broadly distributing across the mark traits.

This response received two marks

3 A researcher for a radio programme is asked to do some qualitative research for a new feature.

(a) Give **two** examples of qualitative research methods they could use.

(2)

1 library

2 Search on the website

Searching in a library or the use of websites could produce qualitative research so both of these responses are valid.

This response received one mark

3 A researcher for a radio programme is asked to do some qualitative research for a new feature.

(a) Give **two** examples of qualitative research methods they could use.

(2)

1 Survey

2 questionnaire

This answer gave two very similar responses. Surveys or questionnaires would be valid for one mark but could not be repeated for a second mark as they are essentially synonymous.

Q03b

Many learners struggled with the concept of research validity with only a quarter of the cohort being able to gain full marks for this question. Learners who were able to link their way of making the research more valid with the result of this (for the programme, producer or audience) were able to receive two marks. There are many 'Explain' questions on this paper and learners should practice their writing of statements that link an example of something with this having an impact (benefit or disadvantage) on the user or producer of a product or the product itself.

This response received 2 marks

(b) Explain **one** way that they could make sure their research is valid.

(2)

They could fact check the information by using multiple sources to ensure it's reliability.

This response received both marks. The first mark can be given for either the way the research is checked through fact checking or using multiple sources. The second mark was given for the reason that they do this (to ensure the reliability of the research).

This response received 1 mark

(b) Explain **one** way that they could make sure their research is valid.

(2)

Take multiple types of the research

This response gave the method of checking (one mark) in using multiple types of research although the learner did not explain the benefit to the research of this or how this would make the research more valid.

Q03c

This question proved to be difficult for much of the cohort of learners taking this paper. Many learners were perhaps unfamiliar with the concept of qualitative research (although this has equal prominence to terms such as 'primary' and 'secondary' in the specification).

This response gained 2 marks

(c) Explain **one** advantage of using qualitative research.

(2)

Qualitative research allows an audience to explain why they think what they do, making it easier for the producers to adapt their product

(Total for Question 3 = 6 marks)

The answer was awarded two marks. The learner linked the researcher being more likely to get explanations of what their research subjects think (one mark) with this helping them to adapt their product (second mark).

This response gained 1 mark

(c) Explain **one** advantage of using qualitative research.

(2)

Using qualitative research gives you more of an idea of peoples opinions on the programme. Also enables you to hear any negative points too

(Total for Question 3 = 6 marks)

This answer received one mark. The point that the type of research gathers opinions is valid and has been credited. The next point, that this allows the researcher to hear negative opinions is not linked to the fact that the research is qualitative (quantitative research can give negative feedback too).

Q04a

Learners tended to do well with this question. Typically, learners who did not gain full marks were unable to give three separate or composition related answers to this question with many examples of learners referring to the content of the newspaper. The specification has a clear distinction between media content and the style of media products. This should be made clear to future cohorts of learners.

This response received 3 marks

4 A newspaper publisher wants to change the layout of the newspaper's front page.

(a) Give **three** examples of composition that need to be considered for the layout of the front page.

(3)

1. Font

2. ~~Positioning~~ location of photography/articles

3. Colour

This response received all three marks. The reference to location of photos and articles could be considered to be layout as given in the question although this can be awarded as it is a composition consideration.

This response received one mark

4 A newspaper publisher wants to change the layout of the newspaper's front page.

(a) Give **three** examples of composition that need to be considered for the layout of the front page.

(3)

1. Date

2. Heading

3. Story

The answer received one mark for 'heading.' The other two answers may be present on a newspaper page but are not considerations for the composition so did not receive a mark. 'Story' and 'Text' may be contentious answers as like images the positioning of these on a paper will form part of the composition. Examiners did not award marks for story, articles or text stated on their own as this was felt mainly to refer to the content rather than composition. If a learner gave 'position of an article' this would have been acceptable for a mark.

Q04b

Learners have become used to answering questions that require them to interpret data from a table or chart and this has resulted in a large majority of the cohort answering this question correctly by giving option D.

The following table shows the number of complaints made to the PCC (Press Complaints Commission) between 2009 and 2012 and the percentage that were resolved.

Year	Total number of complaints	Percentage resolved
2012	257	96.1
2011	588	93.5
2010	499	91.4
2009	400	86.5

(b) Which of the following statements is true?

(1)

- A** The number of complaints has increased each year
- B** There were more complaints in 2012 than in 2009
- C** The lowest number of complaints were resolved in 2011
- D** The highest percentage of complaints were resolved in 2012

Q04c

This was the first eight-mark question on the paper. Learners were given the table showing the number of complaints received and resolved by the PCC (Press Complaints Commission) between 2009 and 2012. Following this the question stem explained that since the Leveson inquiry there had been calls for stricter regulation and then asked to discuss the advantages and disadvantages of stricter regulation of the press. It was possible to answer this question without a knowledge of the inquiry itself and there were some excellent responses reaching the highest mark band. Learners who tended to do well on this question were able to make links between regulation and the impact upon the industry and audiences. Learners also did well if they were able to consider both sides of the argument.

This response received 8 marks

Following the Leveson inquiry, regulation of the press has become stricter.

(c) Discuss the advantages and disadvantages of stricter regulation of the press.

(8)

One advantage for stricter regulation is that it protects the public from incorrect information. This means people are more able to trust the press because they know it'll be more reliable information.

Stricter regulation also means the press will be made to remain neutral on news ~~story~~ stories. This is good because if the press gives a biased story, people affected may be misrepresented, leading to further conflict.

On the other hand, the press may become wary of reporting 'controversial' news in fear of it being removed. This means that the people won't hear about important stories and may become ignorant to the world.

Similarly, news reporters and journalists may become less inclined to do their job because they feel that the important information will be hidden away. This removes the passion they have for their jobs which in turn makes the news more boring to everyone else. If the news is boring, people will stop watching it and again will be ignorant to important political and social issues in the world.

Another disadvantage is that less people might want to go into a job in the press, creating a shortage of people to cover news stories and therefore giving people less news. Similarly if this happens there may not be enough researchers, meaning not all sides of the story will be covered.

Alternatively, one more disadvantage is that there is less of a chance that people will get 'tipped off' to report the news or unfairly or not report on a story at all. This makes information more likely to be accurate and legitimate, giving the public fairer news coverage.

This response reached the top mark band of the mark scheme. The learner explained a wide range of points very clearly and linked the issue of regulation to a number of outcomes including public trust, the journalism workforce, access to important information and more. There was also a degree of fluency and the answer is sophisticated enough to gain full marks for this question.

This response received four marks

Following the Leveson inquiry, regulation of the press has become stricter.

(c) Discuss the advantages and disadvantages of stricter regulation of the press.

(8)

An advantage of a stricter regulation of the press is that the consumer is now more likely to be safer from 'unwanted' content.

Another advantage is that the press has to look after ~~the~~ ~~var~~ important people like the royal family, so now they're stricter it is less likely for offensive content to the queen.

A disadvantage is that the press is stricter, so they throw away loads of content so they don't have too much content left so they struggle to provide consumers with ~~the~~ product. ^{because it's harmful}

Another disadvantage is the press may reject the content the consumers were looking so they're losing consumers + money.

This response just got into the second mark band of the mark scheme. There are a number of points made by the learner although none of them are particularly well-expressed. However, the learner does give both

advantages and disadvantages and some of the points are clear and pertinent to the scenario.

Q05a

This was the easiest of the multiple-choice questions on the paper with most learners being able to correctly identify consumer-generated content from the question stem.

- 5 An online multiplayer game allows users to create their own maps or levels to share with the gaming community.

(a) Identify this type of content.

(1)

- A Cross-platform
- B Consumer-generated
- C User-friendly
- D Streaming

Q05b

This question discriminated very well between learners who were able to fully explain a benefit to the players (linking a feature to the impact it had on the user) and those who could simply state a feature getting one mark only.

This response received 2 marks

The game producer hosts a web forum for the players of this game.

(b) Explain **one** reason why this might benefit the **players**.

(2)

They can write their own comments and discuss with other ~~people~~ users, giving them a sense of belonging.

This response identified a benefit for the players (the ability to discuss and share comments) for the first mark and then explained why this is a benefit (giving a sense of belonging) for the second mark.

This response received no marks

The game producer hosts a web forum for the players of this game.

(b) Explain **one** reason why this might benefit the **players**.

(2)

Players may feel more in
control of the game, as they can
personalise.

This response gave a reason why players might benefit but this is not related to the question. The learner has linked a sense of control to the player's ability to create user generated content but this does not link to the player's forum in the question.

Q05c

Rather than ask learners to explain two benefits, this question and the preceding one ask learner to identify benefits for first the audience (in 05b) and then the producer in this question. The performance on each of these questions was similar.

This response received two marks

(c) Explain **one** reason why this might benefit the **producer** of the game.

(2)

They might find some comments on how to
improve their game and make it better for
the audience.

This response received two marks. The learner makes the point that the producer will receive feedback from the audience which is a valid benefit (gaining one mark) then links this to how this will lead to improvements (second mark).

This response received one mark

(c) Explain **one** reason why this might benefit the **producer** of the game.

(2)

~~He~~ He can gain a healthier community / fanbase

This response received one mark. The learner has given a valid benefit (about building a fanbase) but this has not been explained to gain the second mark.

Q05d

It was clear that some of the cohort were not able to recall this theory from the specification. This again highlights the importance of preparing the learners with glossaries and revision time with the unit content.

This response received one mark

One theory about video games is that messages in the game, such as the acceptability of violence, become injected into the user's mind.

(d) Give the name of this audience theory.

(1)

Hypodermic needle theory

(Total for Question 5 = 6 marks)

The learner had been able to identify the correct theory.

This response received no marks

One theory about video games is that messages in the game, such as the acceptability of violence, become injected into the user's mind.

(d) Give the name of this audience theory.

(1)

use and gratification theory

(Total for Question 5 = 6 marks)

Unfortunately, this learner had confused the two main audience theories from the specification.

Q06a

Another recurring part of the unit is the different stages of the media product development process. Learners need to know the difference between Pre-production, production, post-production and what happens once the product has been made and is distributed to its audience.

This response received one mark

6 A new TV soap opera is made available on streaming services.

(a) Give the name of this stage of the production process.

(1)

Distribution

The learner had correctly identified the distribution stage of the media product development process.

This response received no marks

6 A new TV soap opera is made available on streaming services.

(a) Give the name of this stage of the production process.

(1)

post production

This learner had confused the distribution of the product with the post production stage.

Q06b

In this question the learners were asked to give three different examples of types of sound that might be used in the production of a soap opera (other than dialogue). This item differentiated well with most learners (around 90% of the cohort) able to score at least one mark but only just under a third of the cohort able to identify three different types. Many learners lost marks for repeating different examples of the same type of sound (e.g. sounds of cars, street sounds both of which refer to background sounds).

This response received three marks

The programme mainly features conversation scenes between the characters where we hear the actors' voices.

(b) Give **three other** examples of types of sound that might be in a TV soap opera.

(3)

- 1 sound effects
- 2 music
- 3 background ~~are~~ sounds

In this response 'music' is a clearly valid example as is 'sound effects' (taken here to mean sounds that are related to particular on-screen elements in the show). 'Background sounds' then, is sufficiently different to receive the third mark.

This response received one mark

The programme mainly features conversation scenes between the characters where we hear the actors' voices.

(b) Give **three other** examples of types of sound that might be in a TV soap opera.

(3)

1. Dialogue Dynamics

2. Voice-over

3. Soundtrack

This answer received one mark for soundtrack. Voice overs are not used in soap operas so this did not receive a mark. Dynamics did not receive a mark as this is a way sound can be treated (in terms of volume / gain) rather than a type of sound.

Q06c

This question required the learners to explain how the soap opera might represent their audiences. The learner would need to give a valid example of how the soap opera would do this (for one mark) and then explain how this helped the audience relate to the programme (for the second mark). Many learners were unable to complete the second part of this answer.

This response received 2 marks

Soap operas use a realistic location that audiences can identify with.

(c) Explain **one other** example of how soap operas can represent their audiences.

(2)

Soap operas can represent their audiences by using stereotypical characters which are used to exaggerate comic & effect and so, also, the audience would become more familiar with and which makes it easier to understand.

(Total for Question 6 = 6 marks)

This is an excellent response that identified a typical trait of the genre (stereotypical characters) for the first mark and then explained how this helps the audience (for the second mark).

This response received 1 mark

Soap operas use a realistic location that audiences can identify with.

(c) Explain **one other** example of how soap operas can represent their audiences.

(2)

Real life experiences like everyday shopping

(Total for Question 6 = 6 marks)

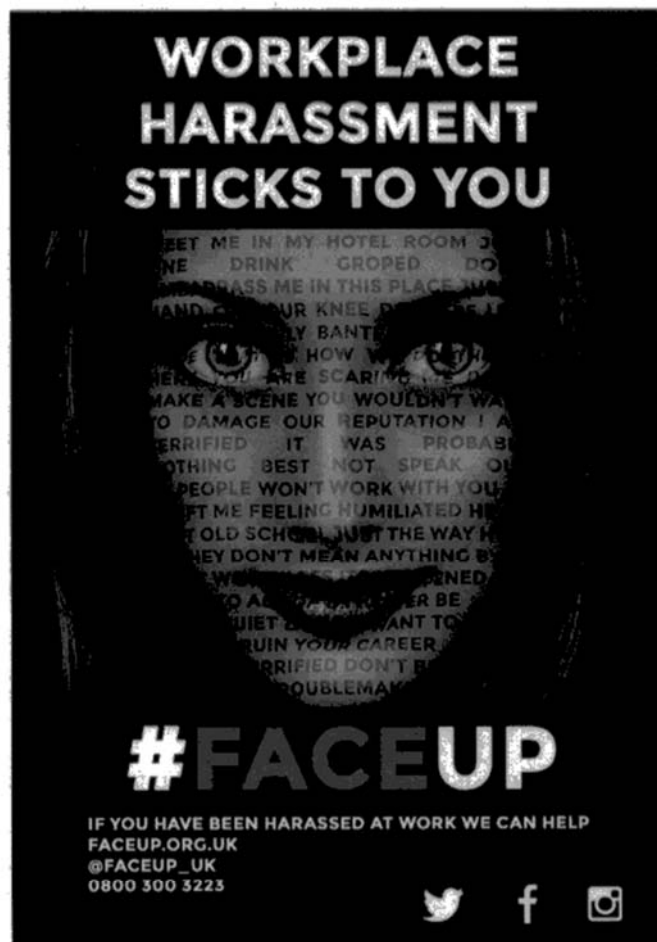
This response gives a valid trait of soap operas (real life experiences like everyday shopping) and gains a mark. The response has no explanation of how this helps soap operas representing their audiences so no further mark is awarded. Here is a good example of a learner who has not been fully prepared to respond to questions with 'Explain' as the command verb. 'Explain' requires a reason why the example links to the context in the question in order to receive full marks. With the high proportion of these type of questions in the paper learners can accumulate (or lose) a high number of marks in this way.

Q07a

In this section of the paper, learners were asked to respond to questions related to a poster. For this one-mark item, learners were asked to give the name of the regulator for print advertising. Surprisingly only around one third of the cohort were able to correctly give ASA (or Advertising Standards Authority). Examiners accepted any answer that had ASA (even if the exact wording did not match).

This response received one mark

- 7 The following poster advert has been made for a campaign to raise awareness of a support service for victims of workplace harassment.



(a) Give the name of the body that regulates the content of print advertising.

(1)

Advertising Standards Authority

Q07b

This multiple-choice question required learners to identify the correct term for making the image black and white. This was so that this stylistic code could be taken out of the following question to increase the demand of Q07c (mostly, learners have been able to give the fact that the poster is black and white as creating the meaning that the poster deals with a serious subject).

Just over half of the cohort were able to identify the term 'Desaturation' which is a low response rate for a multiple-choice question that only demands direct recall of a term in the specification.

(b) The designer has decided to make the artwork black and white for this poster.

Identify the name of this process.

(1)

- A Layering
- B Brightness
- C Compositing
- D Desaturation

Q07c

Learners are generally well prepared to answer questions based in the stylistic codes in a given poster or advertisement. Here, most of the learners were able to gain marks although there was still a section of the cohort who were not able to distinguish between the style of the poster (as asked for in the question) and the content (the fact that there was a website and phone number or social media icons is content and not style).

This response received two marks

(c) Explain **one other** stylistic feature used in this poster to create meaning for the audience.

(2)

The image has words covering the woman's face.
This is symbolic of the fact that you can't tell if
someone has been harassed just by looking at their
face.

This response found a valid stylistic code (the writing across the model's face) for one mark and then explained how this creates meaning for the second mark.

This response received 0 marks

(c) Explain **one other** stylistic feature used in this poster to create meaning for the audience.

(2)

black and white - it's diverse.

This response used the stylistic code that has been given to the learners in the previous question so cannot receive a mark.

Q07d

In this the final question in the paper and second eight-mark item, learners were required to give an idea of how audio could be used to create an advert for the same campaign promoted by the poster. Learners did well if they were able to give specific examples of how sound could be used with correct technical language. The best responses had a structure to the advert and contained creative ideas of how the audience could become engaged in the product (with consideration of the impact of the audio choices being made upon the listener).

This response received seven marks

(d) The #FACEUP campaign has commissioned an audio advert to be used in radio and podcasts.

Discuss how sounds could be used and combined to generate audience interest for this campaign.

(8)

The sound of someone whispering could be used to convey that they are scared or create mystery towards the audience. It would also make the audience sympathise towards the victim.

There could be sounds of violence eg. hitting and kicking to convey the seriousness of the topic to the audience ~~as~~ and make them feel on edge.

The sound of Slamming doors and running footsteps could be used to bring tension to the ~~advertisement~~ audience.

The sound of someone talking boldly and confidently could make the audience feel empowered and inspired to speak up.

A sad song at the beginning could make the audience feel emotional and sympathetic towards the ~~top~~ people affected by the topic.

A happy upbeat song at the end of the advertisement could make the audience feel positive and empowered and confident to speak up if they have been through workplace harassment.

The learner has proposed some very good, creative use of audio in their answer. There are numerous examples of specific uses of sound, described fluently with a consideration given about how this would impact upon the listener and add meaning to the product. What this response lacked is a fluency in the response overall. The response is almost like a list of options without the learner giving us an overall idea or theme for the product. This restricted the score to the bottom of the top mark band.

This response received four marks

- (d) The #FACEUP campaign has commissioned an audio advert to be used in radio and podcasts.

Discuss how sounds could be used and combined to generate audience interest for this campaign.

(8)

Sounds, for this advert particularly their ~~should~~ be a male voice - ^{the harassing} ~~the~~ person and female voice - the victim because men with deep voices are scarier than a female. Or, you could possibly make the male the victim to portray that it could happen to anyone.

They could possibly have ~~slow~~ slow, sad or serious music ~~you~~ to show ~~how~~ that it is serious and affecting people and combine this with the sounds above to show it's upsetting.

I think this advert should try to add diegetic sounds to increase the realism of this advert. I don't think they should use non-diegetic sounds because it's an advert so it would need to gain the audience's attention.

There are one or two well-considered ideas within this response and some technical language included (diegetic / non-diegetic) although there are two few specific examples of the use of audio and some of the justifications are too weak for this response to gain more marks.

Summary

Based on their performance on this paper, learners should:

- Revise using the terminology in the unit specification and create a glossary so that they understand each element. All parts of the specification are in scope for this examination.
- 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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