

L2 Lead Examiner Report 1906

June 2019

**L2 Qualification in Creative
Digital Media**

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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 (21526E)

Grade	L1	Level 2		
		P	M	D
Boundary Mark	14	21	28	36

Introduction

This paper was the eleventh version sat by candidates and statistically, candidates seemed to find this version slightly more challenging. Some of the items on the paper have dealt with elements from the unit that learners have found difficult (audience theory, quantitative research). Where high proportions of a paper are concerned with these elements of the specification this can lead to weaker performance of the candidates.

Learners need to be prepared for being able to discern what is being asked by each question and what form the answer should be in. The command verb used indicates the level of complexity of the response required.

The eight-mark questions being reversed with the more accessible item (in terms of learners' response) coming earlier in the paper avoided the double detriment of learners not answering the earlier eight mark item (due to limits in knowledge) and then not answering the second eight mark item due to limits in time.

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 could 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. Most learners were able to gain both marks for this question.

This response gained two marks

1 A radio production company broadcasts programmes on its DAB radio station. The radio production company also produces other types of media products that encourage audience interaction.

(a) State **two other** platforms that the company could use to distribute its radio programmes.

(2)

1 Mobile phone - Iphone

2 Computers PS4

Mobile Phone is valid as there are a lot of examples of digital radio producers creating mobile apps for their listeners (such as BBC Sounds). A PS4 does offer the ability for users to download apps from the PlayStation store that allow access to digital radio stations (such as TunedIn) so this has to also be valid.

This response gained one mark

1 A radio production company broadcasts programmes on its DAB radio station. The radio production company also produces other types of media products that encourage audience interaction.

(a) State **two other** platforms that the company could use to distribute its radio programmes.

(2)

1 Spotify

2 youtube

This learner has given two proprietary streaming services. We can only award one mark for the identification of a streaming service.

Q01b

Nearly half of the cohort failed to achieve any marks for this question. There have been many examples of questions that ask learners to give examples of tasks from a given stage of the media product development process. Surprisingly here many were unable to give any examples of valid post production tasks.

This response gained two marks

(b) Give **two** post-production tasks the company will have to do for its radio programmes.

(2)

1. photoshop

2. Editing / special effects

This response receives two marks. Photoshop receives no marks as this is not valid within the audio context. Editing is valid so receives one mark. The final part of this answer 'special effects' is contentious (special effects being more linked to video or film) but conceivably effects are added in post to audio products so this is awarded a mark. Where (as here) a learner puts two valid answers on one line and another incorrect response elsewhere, examiners awarded both valid marks.

This response gained one mark

(b) Give **two** post-production tasks the company will have to do for its radio programmes.

(2)

1. Editing

2. ~~Adding and removing content~~ promoting the product

Editing is valid and receives a mark. While promoting a show is something that would take place following production it is not a valid post production task.

Q01c

This multiple choice question proved to be more challenging than expected. Around half of the cohort were able to identify Ofcom as the regulator for radio from the four options given.

(c) Identify the body that regulates the programmes made by the radio production company.

(1)

- A PEGI
- B OFCOM
- C BBFC
- D IPSO

Q01d

This question differentiated well between the strongest and weakest learners in the cohort. Many learners failed to grasp that they needed to explain a benefit to the audience rather than the producer (and vice versa for Q01e). Also, as this was a question with 'explain' as the command verb, the two marks are only awarded if the learner gives a valid example that is then linked back to why it is a benefit for the second mark.

This response gained two marks

(d) Explain **one** benefit to the audience of interacting with the company's media products.

(2)

They can g make comments / give feedback so the company can make changes that suit their preferences so that they have become part of the production

This response receives two marks. The first part of the response appears to give a benefit to the producer but where the answer states that the interaction might lead to changes that suit the audience preferences we can award a mark for a valid benefit. The answer then goes on to say that this makes the audience feel part of the production linking this outcome to the initial benefit and so receiving a second mark.

This response gained one mark

(d) Explain **one** benefit to the audience of interacting with the company's media products.

(2)

It allows them to be apart of the media product and allows it to be more personalise.

The first part of the answer is valid (that the audience becomes part of the production) and receives one mark. The second part (that the audience can personalise the product) does not receive a mark as this is not a valid outcome of the benefit.

Q01e

Similar to the question above, this item required learners to explain a benefit to the media producer. Learners tended to find it easier to identify a benefit to the producer (gaining audience share and more revenue) than identifying benefits to the audience and performed better overall in this question compared to the preceding one.

This response gained two marks

(e) Explain **one** benefit for the producer of audience interaction.

(2)

So they can get a clear image of what their audience likes to interact with and to see if they can do anything better, like improvement.

This response is a little jumbled but within it there is an answer worth two marks here. The benefit to the producer is identified as 'a clear image of what the audience like' or as we might prefer: 'strong research into the audience preferences.' This is linked to an outcome for the producer (that they are able to use this to improve their product).

This response gained one mark

(e) Explain **one** benefit for the producer of audience interaction.

I hat the producer can edit it to make
it more interesting to the audience. ⁽²⁾

This is a good example of a one mark response to an explain question. The learner receives the mark for the outcome from the interaction (that they can make the product more interesting for their audience - 1 mark) but failed to give us an example of what the interaction could be. The learner has inferred that we understand that they mean the audience can give feedback to the producer that would lead to this outcome. When marking these items examiners would score as follows:

Valid benefit = 1 mark

Outcome = 1 mark

Valid benefit linked to an outcome = 2 marks.

Q02a

This question became challenging for learners as a large proportion of the cohort seemed to be unfamiliar with the term technological convergence. Centres should ensure that the entire unit is delivered to learners as it is all in scope for this examination.

This response gained 2 marks

2 Most modern mobile phones allow users to stream video on demand.

(a) Give **two other** examples of technological convergence.

- 1 Games Consoles can access services such as
Netflix and Youtube. ⁽²⁾
- 2 Laptops can be used in many different ways, including
gaming, video streaming, and social media.

This receives two marks. Both examples are distinct to the example given in the question and separate types of technological convergence. For a response to have

received a mark there needed to be an identified device and an identified function of this device that is possible through technological convergence (that is also not the primary function of that device). For example, taking pictures on a phone is acceptable as photography is not a primary function of the device whereas taking pictures on a camera would be an invalid answer.

This response gained 1 mark

2 Most modern mobile phones allow users to stream video on demand.

(a) Give **two other** examples of technological convergence.

(2)

- 1 ~~Download pre-released music~~
listen to music on mobile phone
- 2 Watch films on mobile phone

This response receives a mark for the first response. Using a phone as a digital MP3 player is a form of technological convergence. The second response is a repeat of the example given in the question so does not receive a mark.

Q02b

This item differentiated well between the different levels of learners in the cohort. Many learners tended to repeat the same point twice and were therefore unable to access all four marks available. Again, there were many examples of answers that did not fully link the identified point to the outcome of the benefit for the producers so these too did not reach maximum marks.

This response received three marks

(b) Explain **two ways** that audiences using technological convergence can benefit media producers.

(4)

1. media producers can see how well their programs ect react when they are live on TV and how # many viewers watch on demand.
2. Gets more audiences and people watching their shows because they can watch when it suits them and wherever they are.

This answer includes two responses. The first response is only worth one mark. Here, the learner has identified a benefit to the producer of technological convergence (that it allows the producer to track the popularity of their product in fine detail) but does not go onto explain what the outcome of this is for the producer (perhaps it allows them to refine their products based on this data).

The second response contains both parts so receives two marks: the learner identifies the flexibility that technological convergence affords the viewer (for one mark) and also explains that this has a beneficial outcome for the producer in an increased audience (for the second mark).

This response received two marks

(b) Explain **two ways** that audiences using technological convergence can benefit media **producers**.

(4)

1 It makes their product be more appealing to audiences and it will benefit media producers as you can watch their programs on demand.

2 makes their produces popular and appealing so as ~~the~~ ^{new} ~~latest~~ technology ~~advan~~ advancements are being made to produces and will make ~~the~~ ^{the} target audience want the products and as the audience uses it it will ^{get ever better}.
(Total for Question 2 = 6 marks)

This response explains a valid benefit to the producer (that advancements such as on demand viewing will increase the popularity of their programme) but really repeats this point so is unable to access further marks.

Q03a

A surprisingly high proportion of the cohort were unable to identify valid pre-production tasks for a moving image product. The ability to discern activities from the different stages of a media product's development from pre-production, through production, post production and distribution is important for this unit.

This response received three marks

3 Research is an example of a pre-production activity for moving image products.

(a) Give **three other** examples of pre-production activities for moving image products.

(3)

- 1 Doing multiple stuff over and over again to imbed information or tasks into your Brain.
- 2 Setting up Props and costumes or rehearsing lines of a script.
- 3 editing the moving image/ video/ scene

Surprisingly, this answer gets all three marks. The first point is not worth marks but in the third line the learner gives setting up the props (1 mark), the costumes (1 mark), and rehearsing the lines from the script (1 mark) all of which are valid responses. The final point about editing is invalid. This is a good example of a learner putting some of the answers in the wrong place on the paper. Examiners are able to award marks where they find them in these cases.

This response received two marks

3 Research is an example of a pre-production activity for moving image products.

(a) Give **three other** examples of pre-production activities for moving image products.

(3)

- 1 purchasing the utilities in order to record.
- 2 Making sure you have the cast and the people for ~~these~~ ^{this} ~~produce~~ production.
- 3 Finally, you might need an audience to create a good atmosphere on the show.

This learner has given two valid examples. The first answer relates to pre-production (purchasing materials etc.) so is valid. The second answer is connected to casting and is also valid. The third is not necessarily associated with pre-

production in anything other than a pre-recorded sit-com or game show so no marks can be awarded for this.

Q03b

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 quantitative research (although this has equal prominence to terms such as 'primary' and 'secondary' in the specification).

This response gained 2 marks

(b) Give **two** examples of quantitative research methods that researchers can use.

(2)

1 Numerical statistics from a survey.

2 Looking at archive data which is numerical.

This response gives two valid examples of quantitative data so receives two 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

(b) Give **two** examples of quantitative research methods that researchers can use.

(2)

1 Focus group

2 Questionnaire

This learner receives a mark for Questionnaire. Questionnaires can be quantitative, asking for numerical or binary data etc. Focus Groups, by their nature cannot be considered quantitative so this does not receive a mark.

Q03c

The difficulty that learners had with the previous question had an impact on their ability to successfully answer this one as they both needed an understanding of quantitative research.

This response received two marks

(c) Give **two** benefits of quantitative research.

- 1 It is easily ~~comparable~~ ^{comparable} ⁽²⁾
- 2 It does not take a long time to conduct

This answer gets two marks. Quantitative research is both easily comparable (as it gives us statistics) and can be conducted more quickly than qualitative research.

This response received one mark

(c) Give **two** benefits of quantitative research.

- 1 The information would be more accurate ⁽²⁾
- 2 ~~The information would be~~ There would be more information

This receives one mark for alluding to the fact that quantitative research is generally from a larger pool of respondents in the second part of the answer.

Q03d

Nearly, half of the cohort failed to pick out Primary as the description for using an interview as a research method. From the performance of the cohort across this series of questions learners should be prepared to discuss a range of different types of research and the advantages and disadvantages of each type before they go into this examination.

(d) A researcher uses an interview to help develop a moving image product.

Identify this type of research.

(1)

- A Primary
- B Quantitative
- C Invalid
- D Secondary

(Total for Question 3 = 8 marks)

Q04a

Learners found this question less difficult than others pitched at this level. Many learners were able to give two separate and valid stylistic considerations for a news paper website. Here, it was important for learners to concentrate on stylistic considerations and not get drawn in to discussing the content of the website in order to receive full marks.

This response received two marks

4 A news organisation is redesigning its website because it wants to attract a wider audience.

(a) Give **two** stylistic considerations about the design and layout of the website.

(2)

1 Making the website look more welcoming. Bright colours / fonts.

2 More user friendly for all ages. (clearer icons, news titles)

This could have received a mark for any of bright colours, fonts or the reference to usability.

This response received one mark

4 A news organisation is redesigning its website because it wants to attract a wider audience.

(a) Give **two** stylistic considerations about the design and layout of the website.

(2)

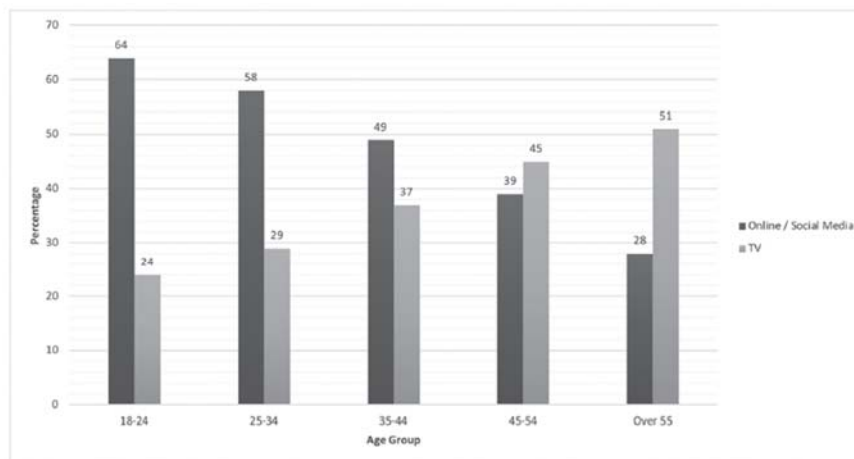
- 1 primary colours to suit all people
won't stereotype to one audience
- 2 Different news stories to get a wide
range of viewers/readers

The first part of the answer gains a mark for the reference to colours. The second part cannot be given a mark as it refers to content rather than the style of the website.

Q04b

This multiple-choice question that required learners to interpret the data from a bar chart was well-answered by the cohort overall with the majority of them able to choose the correct response C.

The following data shows people's preferences for getting news.



Main source of news by age group

(Source: Reuters Institute for the Study of Journalism – Digital News Report 2017)

(b) Identify which **one** of these statements is true.

(1)

- A People aged 18–24 only get news from social media.
- B People aged 45–54 do not use social media for news.
- C people aged 25–34 are more likely to get news from online social media than from TV.
- D More people under the age of 45 prefer TV over online or social media for news.

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 seven marks

- (c) Many people are concerned about the way audiences are accessing most of their news through social media.

Discuss the advantages and disadvantages of accessing news through social media.

(8)

Due to modern advances in technology, many people are accessing news from online sources instead of traditional print papers or news programmes.

An advantage of this is convenience for the audience. Many online sources are easily accessed via a phone or mobile device. This increases portability as it is easier to transport than a physical copy. Furthermore, this allows for more immediacy as the audience can find information straight away as opposed to going out to buy a newspaper. The decline in physical newspapers is also beneficial to the environment as it reduces paper use and energy from production.

On the other hand, some online news sources may not be reliable, leading to the spread of misinformation. However, online sources allow the audience to see many viewpoints from different people. This bridges a geographical gap, as well as combatting a possible bias from traditional newspapers.

This is another advantage of online sources, in

that many people can contribute towards it. This gives a diverse outlook on some topics, and reveals insights that the audience may not have previously considered.

Another advantage is that the audience can find relevant news by searching for it, as opposed to a newspaper in which they have no control over the content they read. Therefore, audiences can access local news, and other subjects that are more pertinent to their situation.

~~Overall, online news sources~~

One downfall of accessing news via social media is that it prevents escapism by reminding the user constantly of real world issues.

However, online news sources are advantageous overall as they are much more convenient for the user and can be more specific to their needs.

This response receives 7 marks and is at the bottom of the top mark band. The answer gives a sophisticated account of some of the advantages of the audience increasingly obtaining news from social media platforms. There is limited evidence of the learner attempting to give disadvantages of social media being the main source of news and the answer is certainly not balanced. There is one attempt to see a disadvantage in social media, making the user more prone to reading news and this being disadvantageous in itself and the answer does say that news from this source may be less reliable. For this answer to receive the full 8 marks, there would need to be further argument about the concerns of social media being the main source of news.

This response received four marks

- (c) Many people are concerned about the way audiences are accessing most of their news through social media.

Discuss the advantages and disadvantages of accessing news through social media.

(8)

one advantage of accessing news through social media is that it is easier. This is because rather than turning on a tv all you have to do ~~use~~ is use your phone. this could help notify people about a lot of things. another advantage would be ~~the~~ that there is a lot more news on social media than on tv. This means that people viewing the news on social media will know more than people viewing it on television.

one disadvantage would be that some news on social media is fake. This could lead to panic by some people who read it and didn't notice it was fake. another disadvantage would be that most news on social media is not important.

meaning if there was something important going on in the news you may not see it due to all the other news.

This answer only gives a small number of valid points although there are both advantages and disadvantages given in the response. The point that the more important news might be obscured by social media is less about the use of social media as a news platform and more about social media itself. There is enough content here, however, to move the answer out of the bottom mark band.

Q05a

Many learners were unable access the mark available for this question which required them to give a response of "uses and gratifications theory" or "active audience." These terms are in the specification and should be taught to learners.

This response received one mark

5 A video channel attracts an audience who choose to watch because they identify with the host and feel a sense of belonging.

(a) State the audience theory this is an example of.

(1)

Gratification theory

The learner has not given the full name of the theory (missing out on the words 'Uses and') but obviously knows the theory so can receive a mark.

This response received no marks

5 A video channel attracts an audience who choose to watch because they identify with the host and feel a sense of belonging.

(a) State the audience theory this is an example of.

(1)

Friendship, thinking not they have a personal connection between each other.

This learner clearly understands the theory but the question has asked them to state (or name) the theory so this cannot receive a mark.

Q05b

This question discriminated very well between learners who were able to give three separate lighting setups and those who could only name one or two.

This response received two marks

The programme often uses high-key lighting setups to create bright lighting effects.

(b) Give **three other** types of lighting.

(3)

- 1 low-key lighting, used either in a dark setting to evoke a dark tone or mood.
- 2 No lighting setups, used when the lighting is already too bright.
- 3 Toned, normal lighting, used to create a regular scene such as in a house.

This receives two marks. The first response 'low key' is valid and receives a mark. The next section describes the use of natural lighting which can receive a mark. The final answer does not describe any technique (and may be the same as answer 2) so this does not receive a mark.

This response received one mark

The programme often uses high-key lighting setups to create bright lighting effects.

(b) Give **three other** types of lighting.

(3)

- 1 dark lighting.
- 2 - bright lighting
- 3 - outside lighting.

This answer gives dark and bright lighting, neither of which deserve a mark as they do not describe a lighting technique. Outside lighting is valid as this may be identifying the technique of using light sources from outside of a building (such as a window being used to light a scene in a room) so this receives a mark.

Q06a

Learners should be well-prepared for this type of question where they are asked to explain how stylistic codes create meaning for the audience from a given poster. In this example the learners are given one stylistic code (that the poster is in black and white or desaturated) and are asked to give two others. Many learners get distracted by the content of the poster (social media addresses, for example) rather than giving stylistic codes. Other learners were not able to fully explain how the codes given had created meaning. Overall and somewhat surprisingly, learners did less well on this question to similar examples from previous series.

- 6 The following poster has been produced to promote a new documentary about exploitation in the fashion industry.



This response received four marks

(a) The poster has been made in black and white.

Explain **two other** stylistic features that have been used to create meaning for the audience.

- (4)
- 1 The font is blotted and unclear, which is used to mirror the unclear nature of the fashion industry, and oppose the clarity provided by the documentary.
 - 2 The smashed glass represents fragility as well as danger in regards to the subject, models, in relation to the exploitative ways of the fashion industry.

This response receives all four marks. The first part of the answer identifies the blotted typewriter font (for one mark) and links this with the unclear nature of some of the subject matter (second mark). The second point links the shattered glass effect (third mark) with the fragility of the fashion industry (for the fourth mark).

This response received one mark

(a) The poster has been made in black and white.

Explain **two other** stylistic features that have been used to create meaning for the audience.

- (4)
- 1 They use two different fonts in the post which makes it look more dramatic.
 - 2 They used a still image to show/intro more people to the poster.

This answer receives one mark. The learner has identified that different fonts are used (for the mark) but does not specifically or fully explain how this creates meaning. The second part of the answer does not give a stylistic code (all posters have still images unless they are videos) so this does not receive a mark.

Q06b

In this the final question in the paper and second eight-mark item, learners were required discuss the issues of representation that the producers of the fashion documentary would have to consider. Learners did well if they were able to give specific examples of issues that the producers would have to face. The best responses gave a number of considerations and linked them to the impact on the audience.

This response received eight marks

(b) The documentary is going to be about the exploitation of young models in the fashion industry.

Discuss the issues of representation that the producers will need to consider when making this programme.

(8)

In this documentary, it could be easy to use stereotypes to represent the models. However, this should be avoided when making the documentary.

The archetype of a model is a young, skinny, usually white female. As a result, featuring only those who fit in this category would be a negative example of stereotyping. One reason for this is that it could portray unrealistic standards for the audience. Furthermore, many audience members may not be able to relate to the subjects if they do not see

themselves represented in the documentary. Therefore, it is important to portray many types of people in order to evoke empathy from the audience. By creating emotion ~~from~~ ^{for} the audience, the documentary achieves its purpose and becomes more successful, so representation is crucial.

Furthermore, if the documentary were to focus on those who fit the pre-existing 'model' stereotype, it would only cement this image into the audience's mind, despite the inaccuracy of it.

On the otherhand, it could be said that the majority of models are slim white females. If so, the documentary may be unrealistic if diverse people are included purely for representation.

However, in the modern day, a wide variety of people are involved in the modelling business, and so it would still be accurate to include them in the documentary.

Overall, using stereotypes would damage the documentary's ~~credabil~~ credibility and as it shows a bias towards one area of an industry full of diversity. Therefore, the documentary should aim to include as many different types of people as is realistic in order to represent not only the fashion industry, but also the audience.

This is a sophisticated answer and this has reached the top mark band. The learner has given a considered argument about how the models in the documentary should be represented and linked this to societal ideals and archetypes. There are other issues of representation that could have been cited but this response is articulate and sophisticated enough to receive full marks.

This response received five marks

(b) The documentary is going to be about the exploitation of young models in the fashion industry.

Discuss the issues of representation that the producers will need to consider when making this programme.

(8)

Issues of Representation

- Reputation Insecurity
- Stereotypes
- ~~Present models as good and a way to show etc~~

producers need to consider how they make the documentary as of the models representations.

or issues of representation could be that the models get a stereotype and in what could give modeling

A bad name for itself. This could mean that people would rate models and make alot of people love them. It could make less people view things in the future which gives negative effects all round.

another issue of representation would be that you the producer does not want to give some models a certain reputation of them being stuck up and then to love themselves alot. This could give negative affects on the models and then the company as well.

another also an issue of representation that the producer needs to think about is that they need to not make viewers watching feel insecure about themselves especially females. This can lead to a huge negative effect on young females if they think someone is cooler better than them.

This response reaches the middle of the second mark band. The learner has discussed the responsibility of the producers around generating or perpetuating stereotypes. They have also considered the effect upon the audience.

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
- Differentiate between style and content of media products
- Use appropriate technical language throughout their responses, i.e. Use the correct names such as lighting techniques, high key lighting, silhouette, 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.
- 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

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