

Examiners' Report/  
Lead Examiner Feedback

January 2018

BTEC Level 3 Nationals in Creative Digital Media  
Production  
Unit 1: Media Representations (31668H)



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### 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.

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## Unit 1: Media Representations

Grade	Unclassified	Level 3		
		P	M	D
Boundary Mark	0	22	36	50

# Introduction

This was the second series of the new specification for Creative Digital Media Production. This series the on-screen test has been replaced by an interactive pdf answer booklet for learners to complete. This change of format was in response to the feedback received on the delivery of the assessment in the summer series.

The focus of this paper was on a range of clips from the advertising sector, these were both print and moving image based to allow for a range of coverage. It is important for centres to continue to ensure that learners are given the opportunity to engage with a wide range of materials from each sector identified within the specification, rather than focussing on one single sector. Whilst every effort will be made to encompass all sectors wherever possible; as seen in this series with print and moving image, this cannot always be guaranteed.

The paper has 12 questions. Each question is based on either a clip which is provided for or materials that learners have previously studied either with their tutors or independently. Learners were required to demonstrate knowledge and understanding of a range of specification topics and to apply this knowledge to the specific question scenario. The intention was to offer as broad a coverage as possible for all areas of the unit content. Questions have varying weightings attached to them, with 2 to 4 marks for the lower demand questions and 10 to 20 marks for questions where an extended response was required, such as discussion, analysis or evaluation.

Each of the extended response questions were marked using a 'levels based' approach to assessment. The overall quality of the response was considered rather than the specific number of points gained. There was also a focus on the use of suitable technical and vocational language and terminology within each response. The remainder of the questions on the paper were assessed using a range of indicative content and on the quality and clarity of the explanation provided.

# Introduction to the Overall Performance of the Unit

Learner performance was generally consistent across the paper, with some questions proving more challenging than others. Overall, there was evidence of learners having been taught well across the range of unit content, with the extended questions allowing for differentiation across learner abilities.

It is extremely important that learners are given the opportunity to practice responding to shorter and/or lower demand questions as well as extended question writing. There are still instances where learners are writing lengthy and detailed responses to 2-mark questions which only require them to provide a brief explanation. It is important that learners are able to utilise their time efficiently and save extended responses for the questions with a higher mark weighting.

In past papers learners have responded well and provided more detailed responses when stimulus materials were offered and therefore more of the extended response questions were provided with stimulus materials. However, these stimulus materials are only being studied by learners for the duration of the exam and therefore it is important that learners make use of their wider experiences with media texts. Some learners that performed well in this series not only used texts that formed part of their studies but also referred to texts that engaged them on a personal level. For example, there were some excellent examples of objectification offered from the games sector, with some sound discussion and rationales offered by learners.

Media theories and debates are an important part of this paper. Learners performing at the higher-grade boundaries will need to be cognisant of current and relevant theories and debates and be able to apply them correctly to a given context. It is not sufficient for learners to merely mention a theorist or debate, they must offer some exemplification within their response and show some consideration in their choice of texts. Remember that quantity does not always mean quality, a few well-chosen texts with well-developed explanations and exemplification can often work better than using many texts which have been referred to briefly.

# Individual Questions

The following section considers each question on the paper, providing examples of 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.

## **Q1 Explain one way font styles have been used to represent the brand image of Red Tape shoes in Image 1.**

Most learners were able to offer a response to this question, with varying degrees of success. The question asks learners to make reference to font styles, this does not mean that they need to know the name of the font, more that they can identify how the fonts have been stylised to create meaning. Many learners focussed on the flowing, intertwined script which created a fantasy feeling or the bold blocked fonts that represented masculinity.

### **This response gained 2 marks**

***a decorative font style has been used in the Red Tape advertisement where it says 'Live your Fantasy' as it gives the image a more delicate look, the font style matches with what is being said as it is similar to what you would find in fairytale books and films linking back to the 'Fantasy' this makes people feel like they are getting a good product that could be seen as too good to be true.***

This learner has identified a font style, and specifically references which section of the text they are talking about, rather than assuming the reader is aware of which font they have chosen to discuss. Their explanation of a consumer feeling they are getting a product that is too good to be true shows a clearly considered interpretation of the text.

### **This response gained 1 mark**

***In the image you can see that Red Tape have used Coca-Cola's style of font to use as a reference for their image because it makes it look like the man is picking a girl from the vending machine as in what you would do to get a can of coke. This can reference to Laura Mulvey's Theory, the male gaze because instead of Coke cans the male is choosing a woman to buy from the vending machine.***

Here, the learner has indicated that there is a Coca Cola style font, whilst the explanation is valid, the learner has not identified which part of the text is being referenced. Learners need to be clear and explicit in their textual reference and not make assumptions that the reader will correctly interpret their meaning.

**Q2 Explain one way the figure expression of the women in Image 1 creates meaning for the audience.**

There were variable responses to this question. Some learners seemed confused by the term figure expression and looked instead at placement of the models within the vending machines. The intention of the question was for learners to reflect on the way that the women are posed as if trying to seduce the onlooker. There was a clear sense of objectification within this image and learners were often able to pick up on this and reference it within their response. However, it is not sufficient just to note this, learners also had to provide an example of how the women's poses created this objectification.

**This response gained 2 marks**

***The women in Image 1 are objectified we can see this as they are all stood in suggestive poses and wearing little and revealing clothing, this creates meaning for the audience as it shows that the women are there to be looked at and to be bought in this case by a man. they are further objectified by the phrase ' SERVED CHILLED ' which suggests they are similar to that of a drink or snack which are there to be enjoyed by others.***

This learner has clearly noted the aspects of objectification within the text and referred to the 'suggestive pose' of the women which relates to figure expression.

**This response gained 1 mark**

***The way the women are standing in front of the man to be selected, shows that the man is more superior than them. this gives the audience an image of women are suppose to be weaker than a man.***

One mark has been awarded for here for the learner's comments regarding the male being superior to the females within the image, this can clearly be inferred from the content. The learner has failed to identify an aspect of figure expression, noting only that the women are 'standing'.

**Q3 Explain one way the characters or scenery have been staged to create meaning for the audience in Image 2.**

This question was responded to very well, with many learners being able to pick out that the polar bear had been placed within the scene to represent a homeless person, the bear is slumped in the street with its hand out, almost as if it is begging. There are also other items places within the scene, such as the rubbish bins, which reflect the cause of the environmental damage in the first place. Overall most learners were able to access at least one of the two marks available for this question.

**This response gained 2 marks**

***The polar bear in Image 2 has been staged in such a way that it looks similar to a homeless person in a dark and dirty alley way, this creates meaning for the audience as it puts across the point that if global warming does not stop polar bears and other animals will loose their homes and habitats, the image is powerful in this way and is there to get more people to help stop global warming from happening to prevent this.***

In this response the learner has correctly identified the staging of the polar bear within an alien environment and the connotations of homelessness. This is a well written response that show a clear understanding of how the text has been encoded.

**This response gained 1 mark**

***One way the character has create a meaning for the audience is the were the bare is, because bare are suppose to be in a cold place which is good for them but in these adverts the bear is out of his habitats which will make the audience fill bad for the bare because of the global warming. these advert will motivate the audience to stop global warming.***

This response is slightly confused, the learner has indicated that the bear is not in its normal habitat but has not really explained how this has been achieved with the scenery and staging. The overall message of global warming being bad and must be stopped has been picked up on, but this is explicit and therefore cannot be awarded.



**Q4 Explain two ways colour has been used to create meaning for the audience in Image 2.**

This four-mark questions required learners to provide 2 responses worth 2 marks each. Each question would require an identification and a further explanation. The text is very rich in terms of meaning and there is a good use of colour, both within the images and the wording used within the advert. Learners were also able to pick out key signifiers such as red meaning danger and green being associated with either nature or sickness. The use of grey was also noted by many learners who understood emphasised the bleakness of the surroundings and situation.

**This response gained 4 marks**

***1. Dark and dull colours have been used in this image to set the mood and atmosphere, it shows that this is a serious matter as there are not very many bright and colourful tones, the greys, blacks and dull greens used give the image a sad and lonely feel, giving the audience meaning as it shows what will happen if global warming does not end and making them want to help prevent it. the brighter white used for the polar bear draws in the audiences eyes and becomes a focal point of the image because of this.***

***2. the colours used in the writing also create meaning for the audience as a brighter green has been used where it says ' YOU CAN HELP. ' this not only catches the eye but the colour green indicates that it is a positive thing that people can help with, it also creates a sense of hope for people who want to help and shows that global warming can change and get better. the red used in ' STOP GLOBAL WARMING ' also creates meaning for the audience as red is associated with negative things and panic, the colour is used effectively and helps to put the point across to the audience.***

The learner has provided a very detailed and descriptive responses that clearly identify a number of factors within the text and explains how they have been included to create meaning.

### **This response gained 2 marks**

*1. the image is mainly in black and white, this creates meaning for the audience because it is very dark and makes the audience have more sympathy for the polar bear. this is effective because it makes the audience want to do something to help prevent global warming from happening. using dark colours makes the more important messages stand out which also creates meaning to the audience. this creates meaning for the audience because they will think about what they can do themselves to prevent global warming and to save the polar bears. this image is effective because it will make the audience see the impact on the polar bears and they will want to do something to help make a difference.*

*2. using some green and red in this image creates meaning for the audience because it will stand out so it will be one of the things the audience pays most attention to. this is effective because they will see the message that is trying to be given off by image which will make them want to do something to help. using these colours is especially effective in the sign saying 'you can help global warming' this creates meaning to the audience because they feel like it is aimed towards them which makes them think it is up to them to make a change and prevent global warming.*

This learner has been awarded two marks for identification of the colours used within the text to create meaning. The explanations offered, whilst lengthy, are not really valid and the learner fails to really identify the reasons why these colours have been chosen and the meaning created for the reader.

### **Q5 Explain two ways that camerawork has been used to create meaning for the audience in Video Clip A.**

This clip made good use of camerawork to create meaning and there were a large number of shots that learners could have chosen to exemplify. In order to be awarded marks the learner must clearly identify a specific camera angle or movement and relate that to a specific meaning. It is important to note that the meaning must be specific and must relate to the given text and not just be a generic response such as 'a close up is used so that we can see her expression'. No marks were awarded for just naming a shot type of camera movement/angle as this would mean that learners could simply provide 2 shot types and gain 2 marks without having referred to the text, this would not reflect a level of understanding required at LV3.

**This response gained 4 marks**

**1. Multiple extreme close up shots have been used in Video Clip A to help the audience to connect with the character as she looks straight into the camera , the eye contact and camera angle help the audience to connect with and to understand the character as well as creates a more chilling effect when she is talking about all of the bad things that could happen to anyone.**

**2. Many different camera angles and movements have been used to create a chilling and threatening advert. the fast pace panning of the girl and dog helps to add to this as it shows them as dark shadowy blurs that can be lurking anywhere. the slow motion effect used on the dog also adds to the chilling video clip as it looks threatening and like its coming straight for you through the screen, this creates meaning for the audience as it implies that the advert is made for everyone and everyone should be aware of the charity.**

This learner has identified two uses of camerawork which have been specifically named and clearly referenced back to the text.

**This response gained 2 marks**

**1. they used long shots camerawork, they used this shot so that the audience can see ware the setting taking place. for example when the girl and the dog were standing on top of the hill and it show the city and them. this show that it will affect any.**

**2. they used close up so that the audience knows that it is a serous matter.**

This learner has received two marks for the first response, here they have identified a shot type and related it to the text, whilst the response ends abruptly the learner clearly means to say that a crisis can affect anyone. The second response does not receive any marks as even though a close up has been identified this is not related in any way to the text.

**Q6 Explain two ways sound has been used to deliver meanings for the audience in Video Clip A.**

This question was responded to well and many learners were able to identify the different sounds within the text and how they could be related to the message. The main sounds identified were the music and the monologue, both of which are valid and were suitably awarded. Learners that did particularly well were able to identify other noises such as the diegetic sound e.g. rustling leaves, dog panting and wind blowing which created an eerie, unnerving feeling amongst the audience. There was also the use of almost 'heart beat' like effect to the music which many learners noted and described effectively.

**This response gained 4 marks**

***1. the music used in the clip creates meaning for the audience as it starts of quiet and slow and as the character keeps saying more and more crisis's the music get louder and more intense, this puts the audience on edge and keeps them drawn to the clip and what is happening in it. the music fits the video clip well as it is thrilling and gradually becomes more intense along with the moving image, there is a constant note that is repeatedly played throughout the video witch almost sounds like it could be a ticking noise which could indicate a clock counting down to a crisis that could effect you, this helps the audience to understand that it could happen to anyone at anytime.***

***2. the girls voice throughout the clip is quiet yet powerful, she speaks with a serious and scary tone that goes right through you, this creates meaning as it is that way not to scare the audience but to almost threaten and to make people aware of the situations around them, or that could happen to them.***

This learner has identified the use of music and the quiet monologue and explained clearly how these have effectively been used to unnerve the audience. The response is well written and shows a clear understanding of how texts can be decoded.

**This response gained 2 marks**

***1. the sound used is almost cynical and dangerous. this helps create meaning for the audience because it foreshadows something bad happening it also creates tension for the audience making them hyper aware of what might go down. this creates meaning as builds the adrenaline and makes the audience want to get involved to do something about it.***

***2. Furthermore, the use of the different pitches within the video and the change in speed allows the audience to understand how close they are to danger and it makes them feel unsettled and frightened as they have to anticipate what will happen next. this creates meaning as it makes the audience feel on edge and out of place it also makes them feel like they need to help.***

There is only one element identified here by the learner and that is implicit as they only refer to the 'sound' or 'pitches' and do not actually identify if they mean the music, back ground noises or the woman's voice. The learner has provided some sound explanations and has been awarded for those but has not received the other two marks as they have not explicitly identified actual sounds within the clip.

### **Q7 Video Clip B 'We're the Superhumans' was created for the Rio 2016 Paralympic Games.**

**Analyse how editing and sequencing have been used to represent the characters as 'superhuman'.**

This question seemed to produce some of the weaker responses from learners. It seems as though most didn't fully understand that they had to explain editing in terms of specific features, instead of giving an overview of different aspects of the clip. Learners talked a lot about the camera work and how the images related to people achieving their dreams but there was limited acknowledgement of the editing or sequencing as a means of building a narrative. Learners who performed well used correct media terminology, often referenced sound and image editing with some even providing time codes to help identify where their responses related to the text.

**This response gained 10 marks**

***The use of cross cutting suggests that the 'superhumans' are able to participate in the Olympics as well as do normal day life. This suggests that they are superhuman as they are using their disabilities to a higher percentage. The soundbridge across each video suggests that they are able to play in many places and follows the story of showing each Olympian off.***

***The slow motion zoom out of the man playing the drums with his feet is used to emphasis how people utilize their different disabilities. He creates the beat for the whole clip suggesting that without him, there wouldn't be a beat to follow. The editing sequence follows the main protagonist in the clip through the different sports. The cutting on action edit of the wheelchair racers creates a sense of urgency and the following of the man suggests he can keep up with them. There is a montage of different Olympians standing up and showing proudly their sport suggesting that the clip is intended to prove that the characters are not afraid to stand up. This is inferred from the direct eye contact with the audience.***

***The woman at the phone before a cut to a kid eating breakfast with her feet also suggests that the 'superhumans' can do anything and act normal. It also suggests that they don't need any help in that area of normal daily life.***

***There is a series of edits of people wheeling through the games and then normal jobs which reinforces the knowledge of being able to cope and have normal lives. The edit of the black and white colouring suggests that this will go down in history and the audience can infer that this is important and will be marked as so. The black and white colouring also suggests dated which could be inferred the producer is suggesting that the 'superhumans' have a timeless effect. The use of***

*the edited spotlight also highlights the characters suggesting they are also important as well as highlighting what they are doing. The spotlight also clearly shows the person;s face suggesting that all of him is important.*

*The use of quick edit across the different sports also shows the audience the many different sports that they can compete in. It also suggests that they are trying to show others who might be in the same place that there is nothing holding them back.*

*There is no stereotyping or certain favorable on certain ages of genres of religions suggesting that through the use of quick editing and cutting on action they are suggesting that all of the people are important and not just a certain gender or social group.*

In this response, the learner has drawn a large number of examples from the text and used them to exemplify how editing and sequencing has been used. There is clear understanding of editing techniques and sound use of media terminology.

**This response gained 4 marks**

*in this clip editing has been used to represent the characters as 'superhuman' because they are all taking part in different activities that are in the olympics which suggests to people that they can also take part in the activities that are in the olympics. this is effective because it will make the audience think about how they should treat everyone the same because even if they have a disability they can still do what everyone else can. editing has also been represented in this clip when there are the people in the wheel chairs, this has been done to show that there are a lot of different things that people in wheel chairs can do, this is effective because it will make people think that they do not have to be treated differently to other people because if they put their mind to something they are just as able to succeed as anyone else. sequencing has been used in this video by having someone play the piano music that is played in the background, throughout the video it shows the man playing the piano which suggests that he can still be a good musician even if his arms are smaller than other peoples. this is effective because it will make the audience think that everyone should be treated equally even if they have a disability because they may even be better at something than you even though you have more of an advantage. in the video these characters are also represented to be 'superhuman' by including the clip of the woman with her daughter. this shows the representation of being a 'superhuman' because even though she doesnt have arms she is still capable of looking after a child. the sequence of people doing some everyday things such as picking up a child or eating breakfast shows that they are 'superhums' because even though they have been given a disadvantage in life they can still do what everyone else can do. also by using the sequence where the characters are taking part in some activities and are saying 'yes i can' shows to the audience that they know that they are capable of doing theses activites and that the audience should believe in them when they are in the paralympics too.*

This learner has used the words editing and sequencing in their response but have failed to provide examples of editing techniques being used, there is a lack of media terminology and the main focus is discussion of different aspects of the content of the clip that represent the athletes as superhuman.

**Q8 Discuss how youth is represented in the media today using Video Clip A and/or any media text that you have studied**

Whilst the stimulus materials provided for this question provided a somewhat negative representation of youth, it was hoped that learners would be inclined to offer a countertype to the stereotype provided for them. Learners that focussed only on the stimulus materials and negative representations did not perform as well as they were unable to provide a well-rounded discussion of relevant issues. Learners that drew from a wider range of texts and offered arguments against the representation provided performed much better as they were able to make provide a focussed and balanced discussion.

**This response gained 10 marks**

*Youth is represented differently throughout media depending on the target audience. Item A suggests that the youth is dangerous as the girl character is dressed in dark clothing, walking beside a German Shepherd and is alone which infers that they have nothing left to lose. The camera follows the girl and the audience can infer that youths are wanderers as she has no destination in mind and is following a path across busy streets and undergrowth. It could also suggest that youths are lost as she has no destination. The use of costume suggests that youths are secretive as she is hiding her face to ongoing passers. A close up shot of her face with bars shadowed over enforces the fact that youths are dangerous as the shadowed bars suggest prison and being behind bars as well as being secretive as she is watching a family while she is alone. This also could suggest that youths are lonely as she has no family to go to and she is watching a family be happy and trying to remember that.*

*While Clip A suggests that youths are wrong, a TV show called MI High portrays teenagers in a different light. In the show, 3 teenagers are spies and risk their lives to save the country. This media text suggests that youths are brave and care about their country and society. It can be inferred that the show was trying to persuade teenagers and youths to become heroes in their own lives and protect their family. However, it could also suggest that youths are liars as the teenagers were spies and were lying to their teachers and parents to keep up with their double lives. This can infer that teenagers are living two lives depending on their social and economical backgrounds.*

*The Story of Tracy Beaker also represents youths in both positive and negative light. The audience is able to imply that youths are different depending on how they are raised. The negative side of this show was that youths were described as troublesome and on a regular occasion were viewed causing havoc. However, the use of adults throughout the show suggests that over time they were able to*

***suggests that the children had positives and needed care and attention. There is a large amount of pressure put on the youths from stereotypes of the media. Medhursts suggests that stereotypes are used as media shorthand and sitcoms such as Eastenders introduce youths through stereotypical ways such as juvenile prison or good grades in school. This suggests that media creates certain standards portrayed to youths and opinions from society depends on the media.***

This response uses a range of different texts to exemplify understanding and makes accurate and appropriate reference to suitable media theories. There is a level of balance within the response and reference is made to both positive and negative representations.

**This response gained 3 marks**

***youth in video clip A is described as a crisis and other people will agree because now a days there are less and less kids going outside to play and more just staying in doors due to technological advances.***  
***in video clip A the women says she is the boiled sweet stuck in your child's throat. the youth today is represented as a crisis due to more and more teenagers in the UK living in poor areas being stereotyped due to the media. its like Richards dyer theory its as if the teenagers in poor areas have been constructed as thugs for example in little Britain the woman Vicky Pullard was stereotyped as a chav due to her outfit , but shocked the audience was when she had a black boyfriend called Jerome and he was stereotyped into being a thug for dressing like a hoodlum but they were surprised that he had the stereotyped British posh accent but people assumed who would have the typical 'road-man' accent because he was black and dressed like a hoodlum. also due to the media stereotypes they usually say the majority of youth who live in bad areas will most likely live a gangsters lifestyle due to richard dyer theory of celebrities being constructed in video shoots and such.***

Here the learner has made some rather generalised comments which relate to the use of stereotypes within media texts and Richard Dyers theory has been mentioned but not explained. There is a lack of focus on representation of youths and no balance within the response.

**Q9 Explain what is meant by the term 'preferred reading', using one example from any media text that you have studied.**

Most learners were able to identify that a preferred reading is when audiences respond to the product the way media producers want them to, however, the use of specific examples seemed to be a bit of a problem for some learners. Some made reference to 'newspapers' or 'magazines' or 'in a spy film', without stating particular papers/articles/games/films. This didn't allow for detailed examples to be developed on or discussed.



### **This response gained 2 marks**

***Preferred reading suggested by Stuart Hall discuss that the audience decodes and accepts the message directly how the producer encoded the message. An example of this is Mission: Impossible Rogue Nation where the encoder has directed this as an action movie about saving the world and the audience accepts this message and does not question the message or genre of the film.***

This response correctly identifies the meaning of the term preferred reading and relates it to a specific text.

### **This response gained 1 mark**

***A preferred reading is how the producer would like the audience to take the product. An example would be a villain, a villain is supposed to be hated and if the audience hates the villain then that is succumbing to the preferred reading.***

This response identifies what is meant by preferred reading, however, there is no example text provided.

**Q10 Video Clip C for the Lego Star Wars game contains many intertextual references. Analyse the use of intertextual references within Video Clip C and/or any other media text that you have studied.**

Responses tended to focus on identifying things that were like Star Wars within the content but didn't explain the significance of these or relate to them to intertextuality and some completely misunderstood what intertextuality was. Learners performed better when they chose to refer to other texts that they had studied and were able to give reasons why intertextual references are used. It is important to remember that learners are given these clips as a means of stimulating a response but are more likely to provide a more in depth and focussed response if they use materials they are more familiar with.

### **This response gained 10 marks**

***Lego Star Wars, The Force Awakens uses intertextual references to create a connection for audiences to rely on. An example of this is the sand dunes when Finn wakes up as this suggests the third Star Wars movie when Luke picks up R2-D2 and C-3PO from Jabba the hutt. Another example of this is when Po is in the starfighter and the Cantina music comes on, linking to the first first A New Hope. Intertextual reference is relied on from audience depending on the genre. Media texts such as Shrek uses intertextual references to create interest for both adults and children. Adult humour is a familiar use in pantomimes as well as films and TV***

***shows to create comedy for all ages. Shrek relies on fairytales such as the Grimms Brothers and the classic Disney films as well as adult humour to create a family filled film.***

***An example of intertextuality in a film is the Scary Movie Franchise. This franchise relies on the use of making a parody out of many horror films to create an entertaining spin-off. By creating intertextually, the audience is able to find amusement in horror that they have face throughout the real films. The scary Movie franchise creates a storyline from familiar horror films that the audience can understand and follow while relying on conventions and comedy. An example is the first Scary movie which relies heavily on Scream and I know What You Did Last Summer. However, throughout the film there is references to other films such as Dawson's Creek and certain iconic deaths like the cheerleader and the Final Girl convention.***

***Intertextual references are also used for audiences to understand certain scenarios such as South park and The Simpsons. The Simpsons uses intertextuality to relay to the audience certain news items or iconic media icons. Through use of this, audiences are able to understand clearly without having to have someone explain it. This is also done in music videos such as Glee who recreates a performance of the Cell Block Tango from Chicago. The audience is able to understand the reason of the song that links with the message of the episode without it being pointed out.***

The learner has provided a wide range of well thought out and developed examples of texts that make use of intertextual referencing. The examples are valid and the learner maintains a focus on the context of the question throughout.

**This response gained 2 marks**

***The intertextual references seen throughout this clip is that of the comparison between good and bad. The evil is seen as clumsy unable to keep order and take over the world, while the good is seen as well organized funny and always charming. The references are the small jokes in which this clip carries out through the whole duration of it. This can be seen with the bumper sticker saying 'bb on board' with a sticker of her partner this links with reality where people have bumper stickers on there car saying baby on board. Another is the evil submergence of the bad guy and the ominous music surrounding him as he draws his weapon it stalls and it malfunction's creating humour where in the serious film it would be quite a major moment in the film. Another can be when the lights in the trooper carrier began to flicker to show they are heading towards danger but in reality it was because somebody was trying to fix the light. The use of all these intertextual references is to create comedy in the most serious of moments, this would be categorized as a spoof.***

This learner has provided a very limited response which provides a couple of examples from the text and describes them in detail, however, there is very little

understanding shown of intertextual references and the reasons why they are used within media texts.

**Q11 It is argued that media texts can cause copycat behaviour. Discuss how media texts could cause copycat behaviour, with reference to any media texts that you have studied.**

There seemed to be some confusion amongst many learners as to what constituted copycat behaviour, such as that sometimes behaviours are imitated as they have been seen to provide the person behaving in this way with a lot of attention. Individuals can then mimic this behaviour in order to gain this attention for themselves.

Some learners were able to identify that characters in media products can be seen as role models and that audiences aspire to be like them and copy their behaviours. Most learners related their responses to passive audience theories, whereby there is a failure on behalf of copycats to differentiate between reality and the situation created for entertainment purposes, they do not see their actions as having real life consequences.

**This response gained 8 marks**

***Media texts can create copycat behavior as audiences become attached to a certain text and believe it is real. Copycat behaviour can have a positive and negative effect to society depending on social, culture and personal background. Positive copycat behaviour such as following icons and celebrities creates a large group of following. This suggests the hypodermic needle model when the power lies in mass media and the audience accepts the messages and views media passively. The use of copying celebrities and icons creates a sense of standards such as 'skinny' women and 'perfect' hair which can lead to negative behaviour where the audience is following the mass media to become something they are not. However, which use of celebrities and icons, audiences are able to copy certain beliefs and follow the media to create a change or donate to be apart of something.***

***The use and gratification model suggests that the power lies in the mass audience as they are active viewers, or audiences that rely on their opinions as well as the mass media. This suggests that positive copycat behaviour can be created by the audience or a certain viewer and can follow an icon but make a change themselves. However, negative copycat behaviour has caused several law cases such as *Scream*. The film *Scream* led to murders taking place in copying with the murder. A pair of teenagers planned and murdered their mother while wearing the '*Scream*' mask and using a familiar knife seen throughout the movie. When discussed, the teenagers said the plan 'went from how to when'. The use of repeated murder scenes on TV suggests that audiences have been desensitised to violence and it has become a familiar, normal repeat of life. Another example of copycat behaviour follows in the producer who created a film based on a story he had read. Women were kidnapped while pregnant and their babies taken off them***

***and never seen again. This film can be inferred as copycat behaviour as the producer took the story and created a film with a darker storyline to create fear and horror.***

This response makes a number of observations about copycat behaviours related to a range of media texts. There is good use of media theories and debates as well as terminology but overall there is a lack of balance within the discussion with the focus being clearly on argument for copycat behaviours existing and nothing that really challenges this assertion.

**This response gained 3 marks**

***Media can cause copycat behavior for example celebrities being shown on magazines and TV adverts such as vogue and various shampoo adverts like loreal where women are seen as skinny and fit and pretty and what everyone man is looking for which will then make girls question if there body is okay and if there to fat which can lead to several eating disorders as they think that no one will like them or ever want to go near them as they are not the ideal look of a girl which in real cases the adverts and magazines have been photo shopped to look perfect so no one is ideal . This can also lead to depression and social anxiety as they feel as though everyone is judging them and is seen as ugly. Another media copycat texts are movies such as jama bond as he is seen as a brave man who gets all the girls and boy will look up to that and copy him as they think that is what its all about rather than settling down they want to compete to see who can get the most amount of girls.***

This learner has used a couple of texts and made some valid points about them, however, there is no exemplification or explanation. The learner has not linked their response to any particular aspect of media theories or debates, it is therefore restricted to the lower mark band.

**Q12 Evaluate how women are represented as objects for the male gaze, using any media texts that you have studied.**

Learners were asked to evaluate if and how women are objectified within media texts; namely that they are often viewed as sexual objects or stereotyped. The male gaze consists of three perspectives, the perspective of the person behind the camera. The perspective of the characters within the representation or film itself and the perspective of the viewer/audience, a balanced learner response should be able to reference most or all of these perspectives.

Many learners were conversant with Laura Mulvey and the related media theories and debates and were able to explain these in relation to some well-chosen texts. The majority of responses agreed that women are often viewed in an erotic manner

and objectified, the camera will focus on the sexualisation of the character both in the eyes of the audience and other characters within the text. However, some learners identified a shift within the industry in recent years and argued that more and more texts contained strong female characters.

There was also some interesting referencing of other discussions and debates such as Katha Politt's Smurfette Principle which relates to the use of male ensemble to establish a male dominated narrative, a female is added to this ensemble but only exists in reference to her relationships to the male characters. Whilst this may not ultimately result in objectification it does relate strongly to the theme of male dominated narratives that currently exist.

Overall the majority of learners made some attempt to respond to this question and many were able to offer some valid texts and exemplifications within their responses.

**This response gained 20 marks**

***Laura Mulvey suggested that women were objectified and used necessarily for male viewers to gaze upon. Women became passive and used to being important only for men.***

***Many products placement adverts used women as their main sale target for men. An example of this is Budweiser. Through the use of rule of thirds, the woman is placed in the middle of the advert, semi naked and commonly were blonde and skinny. The use of this advert suggested that if the man bought the beer he would be able to find a woman like that. The use of the colour red was also iconic as it symbolises lust and romance and can be inferred that she is being used to lure the male audience in. Another example of use of women's attributes is the magazine Vogue. A close up shot of a woman in eyeline view suggests that she is being used to draw attention to herself. The soft, passive gaze suggests she is submissive to the male and only used to create a target audience. the use of the eyeline shot also creates a connection with the reader as well as create a connection so he/she is drawn to read. There is a focus on the lips, usually highlighted in a certain pink/red colour which suggests lust and love and appeals to the males as well as key lighting on the face to highlight her eyes and cheeks. However, although the male gaze is used repeatedly in magazines, women also objectify men in a different way. An example is the GQ health magazine where the focus is on the male, such as Ryan Reynolds who stands centered framed, topless and in a relaxed pose. This suggests that he is relaxed while on show and there is less need of a close up for his face as it is suggest women are attracted more to the body. There is less human connection between the audience and model as he isn't directly looking towards the target audience. In contrast, the use of key lighting highlights the males attributes and objectifies him. While women are seen up close in Vogue, men are seen in long shots suggesting that women are still used as objects rather than for a quick view before interest is adverted.***

***Laura Mulvey also suggested that women are used as voyeurism and male's tended to gaze at them. An example of this is the music video Blurred Lines which***

***has two videos, one with topless women and the other without. The effect the topless video has, is that they are targeting the male audience who will enjoy voyeurism and staring at topless women. This video highlights the difference between the two genders as the male's are seen repeatedly in suits and fully clothes while the women as barely dressed on naked, in other cases, suggesting that they are necessary for the men to look at but are not worthy to look upon the male in a different way. The use of the two males against the many women also suggests that a patriarchal society and that men need more women by their side to look good. This reinforces the theory that in media, women are used to lead a character on or to aid in a progression of a film or show.***

***However, films such as Charlies Angels challenges the dominant ideology of the male gaze. The women become the protagonist and go up against males which suggests that women are stronger than the male gender. There is less focus on the semi naked bodies are more focus on the action suggesting that women are not used for the male gaze anymore. Another example of challenging the ideology is the TV series, the Fall. This show follows a women protagonist detective as she goes up against a male serial killer. The use of the juxtaposed roles suggests that women are stronger as they are important jobs where as men are seen as villains. This is suggested throughout the film as the male antagonist repeatedly harasses her but she ends up winning in the end. However, the film also reinforces the dominant ideologies as the antagonist is seen stripping his recent kills and placing them in positions as he likes to look at them. This reinforces the voyeurism theory as males stare at women in real life as well as in media.***

This learner has provided a wide range of specific texts within their response and clearly explain how and why these are relevant to their view point and discussion. There is fluent, confident and accurate use of media terminology throughout and accurate and thorough knowledge and understanding of relevant theories

**This response gained 10 marks**

***woman are represented as objects for the male gaze because of their features that men see are attractive. this can be shown in the film 'just go with it' this is because a man convinced an attractive woman he knows to pretend to be his wife due to the fact that he was still single and wanted to make it look like he has managed to get a very attractive woman to marry him. this shows that women are seen as objects because men believe that they can get any woman and they would be happy to be with them. this is bad because it will make all men believe that they can treat women like objects because it is how they are shown in films. another example of when women are represented as objects is in 'the night manager' this is because when an attractive woman walks past the men all look and stare at her, the media makes sure to focus on her features and show how the men stare as so goes past them. this is bad because it makes people believe that women are only to be seen as objects and men can treat them how they want because they wont do anything about it. this media text shows that women are represented to be objects for the male gaze because it also shows a close up on the mens face as she walks in to the room, this shows that men focus on the***

***features of women and are not interested on who they really are or what they are capable of. women are also represented to be objects for the male gaze in games, this is because it is often the men fighting and saving the 'princess' this shows that men are seen to be superior to women and that women are only to be seen as an object or prize to be won by the better man. this is bad because it gives other men the representation that they must prove that they are the better man and that they can get a more attractive woman than someone else. this is bad because it will result in all men focusing on getting the most attractive woman that can instead of getting to know someone rather than focusing on what they look like. this is also shown in 'no fighting chance' this is because Joe wants to become a boxer but doesnt believe he can do it until an attractive news reporter, Steph walks into the boxing gym and wants to interview the winner of the big fight. this makes Joe want to fight because he thinks Steph is attractive and thinks that if he wins the fight he will win the attractive women. this shows that women can be used as an object of motivation for men as well as the male gaze because sometimes the thought of gaining the attention of an attractive woman makes them want to succeed and work hard to achieve their goals.***

The learner addresses the question and has provided both generalised and specific examples within their response, as well as an attempt at a conclusion. Overall the response is too broad and has not been sufficiently developed at each stage.

**This response gained 4 marks**

***Woman are sexually objected due to the strain they put on themselves to fit in with the demands of media and their clear sense of image into how a woman should look. Goffman (1972) stated that woman can look at themselves and be happy then see a picture of the 'desired woman' and instantly see themselves as an object and not a woman at all because they don't carry the traits or appearance of a woman which is not generically made. Even the super models of today are not what they are made to look like on pictures they just have the right shape and style to be as close to as what the editor wants then he/she will transform the model into there image of beauty. This all comes into the male gaze in which laura mulvey (1975) said that all forms of media portray there image to be in favour of the mans pleasure to satisfy his needs and then for the woman to look at and belief to herself this is how she should be seen, this was highly noted in the 1970's due to the high use of this in films as they believed sex is what sells. It wasn't just the past tense media which had this style it is very much used today as it was back then maybe even more now, in adverts such as fragrance adverts the man is always dominant over the woman to show that he is in charge and has authority, while the woman is his object and she can't go on without his manly presence and she throws herself over him, all is used to show attraction primarily to the male viewer as this is all for the pleasure of the 'male gaze'.***

Here the learner has made an attempt explain Laura Mulvey's theory by using a couple of somewhat vague examples. However, the response lacks relevance at times, little understanding is being evidenced within the response.



# Summary

Based on their performance on this paper, learners should:

- Use appropriate technical language throughout your responses, ie use the correct names such as transitions, cuts, fades, shot types and angles etc.
- Tailor your response based on the command word in the question, eg 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, eg edits, camerawork, use of sound.
- Know the different theories and theorist and be able to apply them to both seen and unseen texts

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