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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, Pass and Near 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: Media Representations

Grade	Unclassified	Level 3			
		N	P	M	D
Boundary Mark	0	12	25	38	51

Introduction

This was the first series of the new specification for Creative Digital Media Production, and as such, the first time that this mandatory unit has been assessed via an external assessment rather than via centre based internal assessment. This on-screen test is a departure from traditional paper-based assessments, however, the first set of assessment materials have been well received by centres and interpreted well by learners.

The question paper followed the format identified in the additional sample assessment materials published on the Pearson website. The focus of the paper being on a range of clips from a Moving Image Production. This focus will change with each examination series with the aim of covering all of the sectors identified within the specification. It is important for centres to remember that, due to this change in focus, they will need to ensure that learners are given the opportunity to engage with a wide range of materials from each sector, rather than focussing on one single sector, for example, Games.

The paper had 13 questions. Each question was based on either a clip which was provided for them or materials learners had 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 had 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 were a number of occasions where learners had written extremely lengthy and detailed responses to a 2 mark question and the marks were within the first sentence. It is possible to give a comprehensive and correct answer in only one line as it is in an entire paragraph. Learners need to utilise their time efficiently and save their extended responses for the questions with a higher mark weighting.

Although it may seem like an obvious comment, it is extremely important that learners read the questions carefully and identify what is being asked of them. Some learners, for example, did not notice the word 'subverted' within the question on stereotypes and therefore did not provide valid responses. Similarly, exemplification that is offered is not only necessary but should also be valid and justified by the learner. These should offer some form of background or support from their responses rather than a random choice that offers little meaning.

Learners responded well and provided more detailed responses when stimulus materials were offered, some referring back to the stimulus materials within their extended questions. This is perfectly valid and is to be encouraged as the stimulus materials are being studied by learners during the duration of the exam. However, learners should be allowed to review and respond to a wide range of texts within the classroom.

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 the use of one example of non-diegetic sound in Clip A.

This question was generally answered accurately although there was often confusion between diegetic and non-diegetic. It is important that all learners are aware of the correct technical language across the range of the specification, even if this does not directly relate to their chosen sector. It is also important that learners are encouraged to explain the reasons why things are happening within a text, especially as it relates to the command verb within the question.

This response gained 2 marks

the audience laughter to indicate a joke has been told

Whilst this response is brief, it is correct. The laughter is placed there to allow the audience to know that something funny has been said, it is a prompt.

This response gained 1 mark

The laughing in the background in Clip A is an example of non-diegetic sound. I know this because the characters can not hear the laughing and it has been added over the top of the recording.

Here, the learner has indicated only that laughter is an example of non-diegetic sound and whilst they correctly indicate that this has been added to the clip they do not explain its purpose.

Q2 Canned laughter is a convention of the sitcom genre. Identify two other conventions of sitcoms.

There were variable responses to this question. Some learners seemed confused by the notion of codes and conventions as related to genre study and this is something that should be given a clear focus.

It is understood that genre evolve and their associated codes and conventions change over time. This has been taken into consideration when awarding marks and was reflected in the mark scheme. Some consideration was made to the proliferation of American sitcoms that learners may be more familiar with and therefore clapping or applause has been allowed. However, it was felt that references to breaking the 4th wall or filming in front of a live audience were too far from the norm to be rewarded, conventions being the expected or 'conventional' way of doing things.

This response gained 2 marks

A convention of sitcoms is that all the action append in just a few environment. This could be the flat where the characters live or the pub where they usually go.

Another convention is that there is a limited number of characters in the storyline, the audience get to know them through episodes. The characters are usually also a representation of stereotypes.

Although there are a few typos within this response, the learner has identified two clear and standard conventions of a sitcom, limited characters and limited sets.

This response gained 1 mark

adult humor and one character with the oposite personality to the others.

One mark has been awarded for humour, whilst this is somewhat weak, sitcoms do feature humour and it is a convention of the genre. However, opposite personalities appear throughout media texts and not just for comedic effect.

Q3 Explain one example of how camerawork is used in Clip C.

It was pleasing to see how many learners could identify camera shots and use appropriate terminology, especially as not all learners will have studied moving image production. Responses tended towards description rather than considering the impact or the effect of the chosen angles and/or movements which limited learners from accessing the second mark. There were many references to editing techniques such as cross cutting or shot reverse shot, these were not rewarded as they are incorrect identifications of camerawork.

This response gained 2 marks

The camera uses a panning shot near the beginning of the clip as the character is walking. This helps the audience to focus on her as she is talking and follow where she is going. This helps them to see her reaction to what is happening, allowing the audience to learn more about her as a person.

In this response the learner has correctly identified a camera movement and the reasons why this has been used for the particular scene. The learner understands that the camerawork allows us to follow the characters actions and reactions which in turn helps us to gain an understanding of the narrative.

This response gained 1 mark

One of the examples of camera work in this clip is tracking shots of the main character, it follows the main character round in the scene.

This response is over simplified, there is a tracking shot used and these shots do follow a character/s, however, there is no reason or explanation provided, only an identification.

Q4a Explain one example of how costume and/or props are used to represent the character of Bubble.

Q4b Explain one example of how dialogue is used to represent the character of Bubble.

These questions were linked as they both related to that character of Bubble and how she had been represented within the scene. There were two distinct ways in which this was done and therefore two, 2-mark questions were provided. Whilst both elements tended to be answered accurately, because Bubble's costume contained the American flag there was some confusion about Bubble being American and patriotic, often despite being identified as having a 'Northern' accent.

There were a few effective interpretations of the use of props and costume, such as the headphones indicating she was lost in her own world and detached from everyone else and the fact that she seemed to be playing 'dress up' like a little child would.

This response gained 2 marks and 2 marks

Structure response:

She is wearing items of clothing that have very bright colours on them, the bold red, white, blue and the yellow device she is listening on. This suggests that she is quite an extravagant person, she is extravert and quite bold and loud herself, just like her clothes are.

Structure response:

The way that she says "Listen Darling" and then proceeds to pronounce her words more when talking to Bubble about what she needs to do suggests that Bubble gets distracted easily and tends to lose focus a lot of the time. It suggests that this has happened before and that she frequently goes off task.

These responses reflect careful consideration of the use of colour within the costume and the dialogue between characters. Bubble has a loud, extravagant and outgoing personality and her clothes mirror that. The way in which she is spoken to by other characters, 'slow and deliberate' clearly indicate someone who requires extra attention to ensure they stay on task.

This response gained 1 mark and 1 mark

used to show she is different, louder than the others and the strange one of the group

Structure response:

shows shes a bit stupid and is a bit slow coming to conclusions

The learner has identified some correct character traits, however, has failed to explain how these have been represented within the clip, therefore they have only received one mark for each response.

Q5 Explain two examples of how props have been used in Clip D to represent Edina's wealthy lifestyle in the 1990s.

There were a number of props within the clips that learners could have referenced such as the champagne, the computer and the automatically restocking fridge. The shopping bags, casually discarded, were also noticed by many learners. Whilst reference to the furnishings and gadgets was allowed, the size of the house was not as this is a set and not a prop. Similarly, there were many references to designer clothing which were not awarded as these are costumes and not props, however, benefit of doubt was given to items such as jewellery and handbags and these could loosely be interpreted as props.

This response gained 4 marks

Structure response:

the first prop that has been used to show Edina's wealthy lifestyle is the champagne. not only is champagne her go to drink when it is mentioned that her guest needs a drink but once she takes out the bottle she makes the comment, 'oh, we've only got once bottle left darling' whilst behing her the fridge is replacing the empty shelve with 4 more bottles of champagne. this shows that she can afford a lot of the drink that in the 90's cost a rather large sum of money.

Structure response:

another prop that shows her wealth is in the background of the scene. there is a fancy looking, flat screen computer on the side. during the 90's computers we're a luxury that not many could afford and when they could they were often large box type screens, so a flat screen one in this time would have been even more expensive.

This learner has identified two props that clearly indicate the wealthy lifestyle of Edina and their explanations as to how this is the case are valid and well referenced, therefore, full marks have been awarded.

This response gained 2 marks

Edina's family is portrayed as very well off when one of her friends are told to get some champagne out of fridge (which is seen as expensive) and then she goes on to say they only have one bottle left. Then 4 more expensive bottles are automatically replaced by the machine, showing that the family obviously has a vast supply of it and that they don't need to worry about anything.

These women are also dressed in what seems to be expensive and high quality clothing, as they proceed to talk about expensive clothing like it is nothing as they can obviously afford it. One is also wearing denim which was a massive trend in the 90's, creating the interpretation that they are at the height of fassion and will spend anything to get what is popular and in fashion

This learner has only made one correct identification and explanation in their first

response which relates to the Champagne. The response relating to costume is incorrect and as a result has not gained any marks.

Q6 Explain two ways editing, camerawork or sound are used to create meaning in Clip B.

This question was responded to well and many learners were able to identify the use of a range of techniques that allowed the footage to be matched and merged, to hark back to a 'bygone age'. Some learners repeated the idea of the footage being made to look old, but that was accepted as long as they were able to identify how this had been done. Some more thoughtful responses included analysis of editing techniques to create meaning, eg eyeline match and cross cutting. They were also able to identify it clearly within the clip and provided clear explanations.

This response gained 4 marks

Structure response:

the film is edited as if it was filmed during the start of the early 1900s it is made as if the film reel is damaged and shot on an old camera, black and white and talents movements are slightly faster than what they would have been on set, again making it seem as if it was filmed on an old camera where the shutter speed isn't at a normal rate.

Structure response:

the voice over is poor quality as is the music, to reiterate the feeling as if it was an old film. and the canned laughter is of a modern quality when this is played over the music you can tell the effect the film is trying to give off. the voice over, is also speaking in a way that makes him sound very early 1900s-esk

This learner has identified both editing techniques and the use of sound within the response. They have clearly noticed the old Pathe News style that has been used and picked out examples of these from the text. For example, the damaged black and white film and the poor-quality sound, as well as the old-fashioned voice over used to replace dialogue and provide narrative.

This response gained 2 marks

Structure response:

The sound is almost all non-digetic as the only noise that you can see where it is coming from is when the guns are being fired.

Structure response:

edding makes it seem a lot older than it was this is done to add effect to the video making it seem authentic.

There is only one correct response here and this is within the second response where the learner identifies and explains how the editing makes the footage seem old and authentic. Benefit of doubt has been given that the learner is referring to the scratchy, black and white effect that has been used to match it to the original footage from the era.

Q7 Edina and Saffy are mother and daughter. Compare how Saffy and Edina are represented in Clip C

Many responses focused on the use of clothing to represent character. However, there were some good responses which related to the use of body language, such as Edina's expressive and expansive way of communicating as compared to Saffy's hunched seated position. Some of the more successful responses explicitly referenced the sense of subversion of stereotypes and provided detailed and thoughtful exemplification from within the text. Learners that did particularly well also made reference to the grandmother within the scene and how she could be 'norm referenced' as a typical old lady that fits a perceived stereotype.

This response was level 3 and gained 10 marks

In this clip, Edina is presented as a wild mother who likes to drink and likes to have a good time. Her mother states that when she was Saffy's age she was partying and challenging her mother which again shows that Edina had a wild few teenage years. We get the complete opposite representation of Saffy as she is reading a book and studying while her mother is questioning why her grandma is staying with her. This shows the two characters being completely opposite and although they are related, they are very different.

Edina is dressed in a colourful jacket with a big necklace on and some hoop earrings. This shows that Edina dresses how a teenager would, possibly because she wants to go back to the wild party days she had when she was younger, when she goes away. This is the opposite to Saffy who is dressed in a very boring jumper which is white showing purity and innocence. Saffy also has glasses on and is studying which shows us she is a stereotypical nerd. This links to Dyer's stereotyping theory where he believes we categorise people and create groups of people, such as 'nerds' and see that they have glasses and plain outfits and label them all to be the same. However, this text could be seen as polysemic, so people may think Saffy is dressed normally and I have just seen it in another way.

Instead of partying and having fun while her mum is away, Saffy wants to study and spend time with her grandma, which completely shows us she is different to her mother who lists things that Saffy should be doing which Edina inevitably did herself.

In this response, the learner has drawn a number of examples from the text and used them to exemplify how the characters have been represented. Reference has been made to costume, expression, dialogue and interpersonal relationships as well as the correct use of media terminology.

This response was level 2 and gained 4 marks

Edina and Saffy even though they are mother and daughter are represented as completely different personalities for instance Edina is shown to be outgoing and loud whereas Saffy is a very sensible and educated young lady that finds no interest in doing the things her mother did when she was her age she is also shown to be a rather antisocial as she just sits, reads books and wears very plain normal clothes whereas her mother on the other hand likes to go out and party, wearing very brightly coloured clothes and large pieces of jewellery.

This learner has correctly interpreted the characters and the way they have been represented. They have made some limited references to props and costume to support their observations. However, the response is rather limited throughout and makes no reference to appropriate theories and uses little media terminology, it therefore remains in the bottom mark band.

Q8 Discuss the effect of subverting stereotypes using any media texts you have studied.

A large number of learners seemed to either be unaware of what subversion meant or did not understand what was being asked of them. A number of responses simply discussed the creation and use of existing stereotypes within media texts, these were commonly referenced to comedy texts as these are often where obvious stereotypes can be found.

Those learners that did accurately discuss subversion often made use of the clips from Absolutely Fabulous within their responses. However, they often did not consider the reasons or effects of this either on the text or on the audience. The learners that did not respond particularly well also failed to make use of relevant theories and media terminology.

This response was level 3 and gained 8 marks

An example of subverting stereotypes is that in Mad Max Fury Road, they twist the stereotype that females are weak and powerless. Males are stereotypically powerful and strong however, in Mad Max Furosia is powerful. She is represented in a male way, short hair, dirty, strong. She is androgyneous which makes the film appeal to a wider audience. It also makes the intended audience on edge as the props used and how Furosia is presented shows that she is capable of powerful things. She has chains strapped to her making the audience curious of how much damage she can do to the bad guys (Hypodermic Needle Theory). Linking to The Chanel Maudomasselle advert, the female is perfect and with reference to Mulvines Male Gaze theory has an impact on society. Females are expected to be flawless and attractive and powerless. This text also shows subverts the stereotype/ ideology that women are not dominant and have no control. Mrs Muadamousselle walks out on the male. She tricked him into believing she was his.

This response uses two different texts to exemplify understanding and makes accurate and appropriate reference to suitable media theories. Their meaning hasn't always been made explicit however, which is why they have remained at the bottom of the level 3 mark band.

This response was level 1 and gained 2 marks

The effect of stereotypes is a high key of the media now thanks to Richard Dyer, however this media text shows that females are the protagonist of the show which goes against the theory of Dyer which is that men have more power and that girls are more submissive. The effect of the media text does this creates more meaning and it helps show the audience that girls can have power too.

This is great because it creates the effect of the audience to question it and it can help females feel related to them because of it not being all about males.

There is very little being said in this response and there is no specific text being referenced to. The learner has made some rather generalised comments which relate to the use of stereotypes within media texts and little or no relevant understanding of subversion of stereotypes have been shown.

Q9 Explain what is meant by the term 'decoding a media product' using one example from any media text that you have studied.

The majority of learners were able to show that they understood decoding and many referred to it as being an active process of analysis. However, it was the responses that made reference to interpretation that showed the greater understanding. Learners that gained two marks provided effective examples of decoding with reference to a specific media text, generalised examples that made no specific reference to a text were not rewarded.

This response gained 2 marks

Decoding a media product is when you take a media product and break it down into what you believe the producer is trying to convey and whether you agree with what they are saying. An example of a media text which I have dissected is the 2016 film A Monster Calls as I believe the message which the director is trying to put forth is that letting go isn't a bad thing and how we have to learn to move on.

This response correctly identifies that the audience must interpret the meaning within the text, it provides a suitable example that has been explained appropriately.

This response gained 1 mark

Decoding a media product is an analysis of the media product to try and find out the meaning behind it and what it is trying to achieve

This response identifies what is meant by decoding, however, there is not example text provided.

Q10 Analyse how the character of Patsy has been represented.

Responses tended to focus on how costume and tone of voice has been used throughout the clips to portray Patsy in a certain light. These are all valid but needed to be backed-up with exemplification and explanations in order to access the higher mark bands. There should also be some awareness and use of appropriate media language within the responses. Some higher level responses made good references to Patsy as an opinion leader and being portrayed as dominant within the group of women with whom she interacts.

This response was level 3 and gained 10 marks

The sophisticated, elegant clothes that Patsy wears connotes that she is wealthy and is of a higher class. The use of fur suggests authority as fur can be expensive. She is also wearing red and black, these two colours connote power, suggesting again that she is rich and has authority.

This also links with the fact that she speaks with Received Pronunciation. The producers have taken into account the viewer's (older, British Public) Cultural Competence as this audience will recognise this accent to be upper class and posh, according to British stereotypes. Therefore this will help connote to the audience that she is of power and has more significance than the others.

Her voice is very loud as well which connotes that she is confident and likes to be at the centre of attention. She is also portrayed as being quite bossy, through the way that she orders her friend to get the wine from the cupboard. This links back to her being portrayed as significant and authoritative.

In one of the clips, she is heard to be saying "Quick let's go before she gets back". This suggests to the audience that she isn't a very kind, caring or thoughtful person as she wants to leave one of the people behind.

Her facial expressions and body language are very elaborant, which further connotes that she is an outgoing woman and is very expressive.

She has been positioned with people who are not as posh and sophisticated as her, which helps to further emphasise the difference between the characters, it makes her seem more posh and uptight. Therefore the use of other characters helps to enhance her features.

The learner has picked up on a number of ways in which Patsy has been portrayed as wealthy and upper class through the use of costume and tone of voice (in particular the use of RP). She is seen as being arrogant and bossy through her interactions with her friends and her unpleasantness in her interaction with Saffy. The learner has used suitable media language and brought their discussion to an effective close.

This response was level 1 and gained 3 marks

Patsy is presented as very wealthy, this is shown by the house she lives in being very modern and high tech and the way she dresses. She is also shown as promiscuous in the way she goes about her life for instance in clip A when she is on the plane she says "and I'm not having sex" the way she says it and Edina reacts as if this comes as a shock to her.

This learner has provided a very limited response which makes some assertions and attempts to explain them through a few examples such as costume and access to 'hi tech' equipment. Patsy's promiscuous nature has also been identified but the explanation of why she has said what she said is incorrect. Marks have been given for the points made and an attempt to provide an explanation.

Q11 Using any media text that you have studied, discuss how age has been represented.

There were a number of responses that focused on Absolutely Fabulous rather than taking the opportunity to introduce texts studied in class, again this is valid and learners have not been penalised for using the stimulus materials. However, by using material that they are more familiar with learners could be more able to access the higher mark bands.

Responses tended to focus on stereotypical representations of age with a lack of consideration of how representations are constructed beyond the things that people do or their role in the narrative. Some references to technical aspects of construction would have been beneficial and would have helped learners to access the higher mark bands.

This response was level 2 and gained 7 marks

Over the past few years the views on age have changed dramatically with children growing up faster due to social media and what they can access online etc.

Media texts are, now more than ever, focusing on teenagers for certain issues such as sex and self harm. The film Juno is about a girl who becomes pregnant and how she deals with it. Also the programme '13 Reasons Why' targets teenagers on self harm to show how this can impact others and how to help them. This show young people in a different light and how they are much more grown up than they use to be. Making these into televised showings makes them easier to view for teenagers who do not ask about these issues but need educating.

Children are being stripped of their cute and innocent dominant ideology as they are being shown as being sinister. This has been shown in soaps such as 'Eastenders' and 'Coronation Street' where children are hitting their parents and they are not seen in a good light. It represents children as creating a copycat behaviour with what they are able to see online. A scene in 'Emmerdale' which has aired recently shows a girl being caught having sex which is illegal and how her mother deals with the issue.

Age is also shown in an older age bracket, usually showing how older people can still have the confidence to do whatever they want even at such a young age. This is visible in magazines and TV programmes such as 'My Mum's Hotter Than Me' which shows how parents are acting like their children and it is accepted.

However on the other end of the scale certain stories are being shared which show how stereotypical issues usually associated with the older generation are starting earlier such as loss of memory. A story in 'Emmerdale' shows how mental illness can be associated with anyone no matter their age.

Therefore this shows how alternative ideologies are used to portray age differently and access different stories.

This response does tend to rely heavily on the stereotypical portrayal of different ages within a media text. The character choices are valid as is the choice of text as soap operas often have people from a range of age groups interacting within each other, being as it is a snapshot of the interrelationships between families and friends. There is a lack of reflection of technical aspects or media codes that would have enhanced this response and the learner has made an appropriate reference to dominant ideologies. The overall lack of depth has kept this response in the middle mark band.

This response was level 1 and gained 3 marks

In the film Nanny McPhee, age is very much separated between young and old. Old is represented by Nanny McPhee as boring, mean and unreasonable whereas young is represented as rebellious and fun, shown by the children she looks after. However, in Absolutely Fabulous age is represented the opposite way round which is what makes it a comedy sitcom. Old is represented by Patsy and Eddy as fun and rebellious whereas Saffy who is young is represented as boring and unreasonable.

This learner has used a couple of texts and made 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 or any technical codes, it is therefore restricted to the lower mark band.

Q12 Using any media texts that you have studied, evaluate the way media texts either challenge or reinforce dominant ideologies.

This question was a demanding question and many learners misunderstood what dominant ideologies refers to. Many learners used newspapers as source texts which was inherently limiting and unhelpful as the complex ways newspapers construct or work to their own ideologies meant learners could not really engage with the concept of dominant ideologies within society.

Current issues, such as terrorism were used regularly as they are in the forefront of the public's consciousness. It could be argued that the statement 'all Muslims are terrorists' is no longer a dominant ideology given the wider discussions around the fact that the opposite is in fact the case, a small number of malcontents being seen as giving the religion a bad name. Therefore, using this as a starting point led learners to inadequate or inaccurate responses as they failed to evaluate the changes in the viewpoints of society and discuss the potential influence this may have on current ideologies.

It is important that learners realise and are able to communicate that the notion of dominant ideologies can be somewhat fluid. They should be able to express this in their responses, offering some exemplification. It is also essential that learners make reference to specific texts within their responses rather than just 'the newspapers' or 'television', examples should be clear and concise and provide support for their assertions.

This response was level 4 and gained 18 marks

One way media texts reinforce dominant ideologies is through war-based video games. Typically in games like Call of Duty, the protagonist that you play as is a male. As video games are typically consumed by males, they try and target games at the male demographic as much as possible, by introducing a lot of violent games with male protagonists. However, women also play video games and can take an interest in violent games too. However, with the protagonists mainly being male, it may make them feel less powerful or like they aren't strong enough to actually fight in a warzone; this may make women less attracted to these violent games, as they may feel like it's not for them if they're not included.

Another way media texts reinforce dominant ideologies is through long and home-hitting adverts. One example is the John Lewis advert where we see a girl grow into an old woman. The first thing we see is this person as a baby, and they're playing with their mother. Already, that reinforces the idea that females are meant to stay at home and look after the children whilst men go to work. Also, the protagonist lives the a typical life and gets married to a male young, connoting the idea that women need to depend on a man to live a long and happy life. However, the advert also challenges dominant ideologies as we see the woman come home from work. The fact that she also has a job shows that the marriage is equal, and that she has the freedom to earn her own money, as it's now a societal norm that both parents have a job, therefore John Lewis are trying to target a normal family.

A third media text that reinforces dominant ideologies is the anime One Punch Man. Almost all of the heroes in One Punch Man are male; in the top class heroes, only one is a female. Not only this, but the main character, Saitama, who is known to be the most powerful person ever, is a male. This may make females singled out and less likely to watch it as they may feel as though they are less powerful than men as there are only three female heroes altogether are fighting their corner, against several other male heroes.

A media text that challenges dominant ideologies is the film Wonder Woman. Women superheroes are not really spoken about, and aren't shown as significant as male heroes like Spiderman and Batman. However, Wonder Woman breaks that ideology, and empowers women to show how strong women can be, and that they're just as good as any man. She is presented as one of the most powerful heroes; she is also shown as an important figure, especially since she has her own film out.

Another media text that challenges dominant ideologies is the anime Attack on Titan. When we think of war and soldiers, we usually think of strong men going to fight for our freedom against other strong men who think differently. However, Attack on Titan challenges this as men and women are equal throughout the show. There are male soldiers and female soldiers, who fight side by side together to defeat the Titans. However, there are some special Titans who can transform between their Titan form and their human form; one of these Titan shifters is Ymir, a female who is fighting with the enemy, and is just as strong as some of the strongest soldiers and Titan shifters in the show. By presenting men and women as equals, it broadens their audience as females feel more involved and important, and connotes the message that females are just as good at fighting for freedom as males are.

A final media text that challenges dominant ideologies is the TV show Orphan Black. The stereotypical male and female relationship dominates the media, but due to changing attitudes, relationships of the same genders are becoming normal, however not enough media portrays this. Orphan Black is a show about genetic cloning; one of the main characters who is a clone is in fact in a lesbian relationship. By presenting the audience with a lesbian relationship it makes it feel more normal and forward thinking as opposed to the stereotypical heterosexual relationship that dominates the media. It makes people of different sexualities feel more accepted and included, as they may feel not as accepted by the media with all the media texts that revolve around heterosexual relationships.

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. The only issue within this response is a lack of summation, where they would have brought their discussion to a conclusion and summarised their points and/or arguments.

This response was level 2 and gained 10 marks

It is impossible to say that media texts completely reinforce nor completely challenge dominant ideologies. Considering much of the media still conforms to dominant ideology, examples such as men being more powerful than women and women being too fragile to fight. This is evident from almost all fight films and action films which are primarily starred in by men and a female character is only added in as a romantic relation to the man. However, following the ongoing feminist movements started in the 20th century, women are portrayed more so than ever as equal to men in every way. In fact the 'this girl can' campaign to get more females active in sport used female role models as a symbol of the determination and abilities women have and the amazing things they have and can achieve in the world of sport.

Another ideology that has changed over the past few decades is much of the western world's view on the glorification of war and enrolling in the army. Following the late 20th century in which all out war was viewed by the public as terrifying and a possible end of the world due to the tensions between the nuclear powers, the middle eastern conflicts and war on terror have begun to bring back nationalism. Due to hate speech and right wing propaganda the image of a brown skinned man has become one of an enemy. Films such as American sniper and Sandcastle make it appear as though the majority of the muslim community in the middle east are extremists with an undying hate for western culture. Where as in reality the minority are the extremists. However the sheer amount of media which puts a blanket of blame for terrorist attacks onto countries such as Iraq, Iran and Syria becomes widely believed and when consumed by the public can fuel them to vote in a different way they would due to foreign policy. More in favour of one that would recruit more men to join our armies, airforce, navy and fight with the intention of killing for 'justice and honour'.

Modern day war films contrast the ideology proposed to the public by many of the american made vietnamese war films, Apocalypse now. As many of these films were made with the intent to depict war as a callous waste of precious human lives.

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 was level 1 and gained 4 marks

RuPaul's Drag Race challenges the dominant ideology that men cannot be feminine since the show is about men who dress up as women and do challenges to stay in the competition. It has Abberant views with some people believing it is a good way of representing drag queens whereas others do not think it is right and believe in that dominant ideology so do not like that it is being challenged.

The billboard for the new Snow White film reinforces the dominant ideology that being fat and not wearing make up is considered ugly. There was a lot of controversy surrounding this as many people were outraged by this reinforcement of the ideology so they would be an oppositional audience, meaning they do not agree with the media product.

The packaging for cigarettes contains an image of a deformed body part such as lungs or heart that is affected by cigarettes and 'Smoking Kills' which is a dominant ideology so it is reinforcing it. The audience that sees that and completely agrees with it would be a preferred/passive audience.

Here the learner has made an attempt to identify a couple of dominant ideologies and explain, using examples, why they exist. However, the focus lacks relevance at times and 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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