Examiners' Report/
Lead Examiner Feedback

June 2018

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

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Unit 1: Media Representations

Grade	Unclassified	Level 3			
		N	P	M	D
Boundary Mark	**0**	**10**	**21**	**35**	**50**

Introduction

This was the third series of the new specification for Creative Digital Media Production. This series a pdf answer booklet continues to be used by learners and is proving an effective means of providing responses to the questions and stimulus materials.

The focus of this paper was on a range of clips from the Gaming sector, these were all moving image based but ranged from adverts to gameplay footage to allow non-gamers to access the materials more readily. As stated in past LE reports the sector focus will continue to change with each examination, thus allowing coverage of all the sectors identified within the specification. It is important for centres to continue to ensure that learners are given the opportunity to engage with a wide range of stimulus materials from across all of the sectors identified within the specification, rather than focusing on one single sector, for example, Moving Image. Learners should be provided with numerous opportunities to study media texts and to practice responding to sample assessment materials and past papers. Centres should note that any part of the unit content can be chosen to form part of the test and therefore it is of the upmost importance that all areas of each learning aim is covered fully.

The paper has 12 questions. Each question is based on either a clip which is provided or materials that learners would 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. The intention is 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 is required, such as discussion, analysis or evaluation.

Each of the extended response questions are marked using a 'levels based' approach to assessment. The overall quality of the response is considered rather than the specific number of points gained. There is 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 are assessed using a range of indicative content and on the quality and clarity of the explanation provided.

It is important to note than when assessing this paper consideration is given to the time taken to review the clips provided and the fact that learners are often typing at speed and therefore are likely to make spelling and grammar errors. Although meaning cannot be inferred, benefit is given to responses that may, seem confusing due to poor spelling and/or grammar.

Introduction to the Overall Performance of the Unit

It was very encouraging this series to see learner performance remained consistent in comparison to the previous paper in January. As always there are certain questions that are more challenging than others, this is often due to a lack of learner knowledge of the topic covered. Whilst, there was still some evidence of learners having been taught across the range of unit content, there were a couple of topics that proved particularly challenging this series and it was clear that they had not been looked at in much detail by learners prior to sitting the paper.

It is again important to stress that learners must be 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 utilize their time efficiently and save extended responses for the questions with a higher mark weighting.

In past papers leaners have responded well and provided more detailed responses when stimulus materials were offered and therefore we continue to ensure that all of the extended response questions are either provided with stimulus materials or allow for stimulus materials to be referenced. Again, it is important to stress that these stimulus materials are only been seen by learners for the duration of the exam and learners that consistently perform well will always make use of a wider range of media texts with which they are familiar.

It is also important that learners know that their textual references must be specific, there must be a single text that is being referred to, not 'the news' or 'newspapers'. Similarly, learners should avoid referencing social media such as Facebook and twitter unless they are speaking about a specific text e.g. video, podcast, advert that appears there. Social media is not considered a media text and will not be rewarded as such. If learners do reference texts from the advertising sector they must again be specific about a certain text, its content and construction as opposed to an entire campaign, which is not a text but a range of texts, reference to campaigns should only be made if relevant to a specific topic, theory or debate being referenced within the response.

Media theories and debates are an important part of this paper. Learners performing at the higher-grade boundaries will need to be cognizant 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 sound has been used within Clip A to create meaning for the audience.

This question was well answered as most learners are familiar with Super Mario Bros and have probably engaged with the game at some point. This proved to be a good first question to allow learners to engage with the paper.

2 marks

> *In clip A, non-diegetic high pitched sound was edited in whenever the characters ran over a reward or earned something good, in order to reinforce to the audience that they are reaching the aims of the game, e.g. finding coins and encouraging them to continue playing.*

This learner has identified an appropriate sound and offered an explanation as to why this may be appealing to the audience.

1 mark

> *They use background music to create a sense of enjoyment and adventure for the game. This gives the audience the feeling that the game is bound to have an adventure within it.*

Whilst this learner has explained that the music may offer a sense of enjoyment they have not described how this is achieved or what the background music is for example, lively and upbeat music to engage a younger audience.

Q2 Explain one way that colour has been used in Clip A to attract an audience.

Again, this question focused on Super Mario and although answers to this question could be a bit general at times many learners were able to identify the target audience for the product or relate the colours to specific signifiers such as danger or nature.

2 marks

> *At 28 seconds in clip A the background is seen as pink, and purple and yellow. These are all very soft, stereotypically 'girly' colours and coincidently the princess character is leading at this point. This is used to attract a young female audience, as well as males, steering away from the stereotype that video games are for boys, but yet still using stereotypes.*

Here the learner has identified a specific colour code being used within the game and how it will appeal to a particular demographic of the target audience through gender associations.

1 mark

> *They use vibrant colours to attract the audience. This is due to the fact that the each of the colours used stand out and are so vibrant that it is visually appealing for the audience which attracts the audience to the game.*

This learner has identified that the colours are bright and vibrant and that they stand out but has not identified the audience that is being attracted by this colour scheme. These colours have been used to attract a specific audience and that audience has not been identified here.

Q3 Explain two ways camerawork has been used in Clip B to create meaning for the audience.

Generally, this question was well answered. Most learners referred to wide shots/panning shots of the pitch and creating realism. Quite a few learners didn't explicitly refer to specific camera shots. Although the question didn't demand this outright, it is expected that learners, at level 3, ought to be expected to identify shot types and learners should always be using suitable media terms within their responses.

4 marks

> *1. The clip uses two establishing shots, one focusing on the ground, and another focusing of the club fans. An establishing shot is used to get the whole view of where they are in the game. This creates meaning to an audience by making them feel like they are really there at the stadium, emphasizing the pressure and emotions that the actual footballers would face, but for the audience playing the game.*

> *2. Another way camera work is used is at 20 seconds, where the camera begins at a slight low angle, to make the footballers look very superior, both to an audience watching and perhaps to their opponents. The camera then moves left in order to feature more players, this creates meaning because it is then realistic to what the camera man is seeing in his point of view, making the player feel like their actually there.*

The learner has identified 2 specific shot types or movements and explained how they have been used to create meaning for the audience.

2 marks

> *1. At the start the camera work is almost still, providing us with an establishing shot of the stadium in the game, this creates meaning to the audience as they can see where they are, and they're also analysing the surroundings and looking at the "bigger picture".*
>
> *2. The camera shot at around 20 seconds in is moving along with the characters, in essence it's an establishing shot as well as a close up. This continues till all of the players are stood in line, where you can see them and their surroundings.*

Here the learner has repeated the same shot type, an establishing shot, which they have indicated has been achieved through both a static and moving camera. They also concentrate on the same explanation, the surrounding within the game and therefore have only received 2 marks. There is a lack of use of suitable media terminology by this learner, as previously stated, at this level learners should be using specific media terms and using them correctly.

Q4 Explain one way lighting has been used in Clip C to create meaning for the audience.

For this question the most successful learners have almost invariably referred to high and low-key lighting. Those that referred to dull lighting or natural lighting somewhat hampered their ability to answer the question as successfully as they have not been able to identify a correct media term and have not realized that as this is a digitally created game environment there is no actual 'natural light' only lighting effects. Generally, the explanations as to why the lighting effects have been used to create meaning have been more successful.

2 marks

> *In clip C, the lighting changes from high-key to low-key lighting, which juxtaposes how divided the area that they are living in. The low-key lighting creates a dark atmosphere for the game, reflecting the motives of the characters in the clip.*

8

The learner provides a succinct and correct response, there is no time and effort wasted on a lengthy response and there is correct used of media terminology which is why it gains full marks.

1 mark

> **The lighting was not bright nor was it dull, it successfully gave the impression of the earlier years which creates the sense of reality to our present world. The lighting matches perfectly with the genre that was aimed for, it allows the audience to feel like they are actually participating in the quest due to the realistic coloring and lighting. The scenery consists of a lot of shadows which gives the impression that this is not based off humor and games, it is more so delivering an unexpected quest.**

This is an example of a learner providing a very lengthy response but not actually providing a suitable response. A mark has been awarded for the fact that the learner has identified some sense of realism or naturalistic lighting but there is no real explanation as to why any of these lighting effects would create meaning.

Q5 Explain two ways that editing has been used in Clip C to create meaning for the audience.

Some learners appeared to struggle with this question overall. At times, learners described what was happening within the clip with no mention of editing techniques, and at other times learners discussed cinematography and camerawork instead of editing. Where learners identified editing techniques, they were generally able to explain how they were used. Many learners either lacked knowledge of editing or may not have read the question fully which restricted their ability to gain full marks.

4 marks

> **1. At 1:06 the editor uses an eye line match, this is effective because the character has a concerned expression, and so when the audience can see form the characters point of view what he's looking at, we begin to try to understand what is worrying him, and what his plan will be afterwards**.
>
> **2. Secondly, in the beginning where the footage alternates between the idealistic views of the location, and what's really going on further in, the contrasting clips are edited to the beat of the tense non diegetic music, as it changes each time the music reaches a strong point and highers or lowers. This emphasizes the contrast between the two different types of places, despite them being the same place and builds tension for the audience quicker as the clips are changing and the audience doesn't have to focus on the same thing for too, making them more excited.**

The learner response shows a clear understanding of the editing techniques used within the clip, using correct media terminology and explaining how they create meaning for the audience.

2 marks

1. There are no smooth transitions which makes the scenes come across as gritty and quick to the point, this could imply that this is also how the game plays out.

2. There is non-diegetic music which has been edited on top of the video in such a way that emphasises the strong cuts between scenes.

This response has received two marks as, although there is some understanding of editing techniques the explanations are limited, and the terminology used is somewhat weak.

Q6 Explain two ways the audience is positioned in Clip D to entice the gamer into the game environment of Mass Effect Andromeda.

A large number of learners managed to secure two marks for this question, this was because they were able to recognise that the character in the game is talking directly to the audience, making them feel part of the game. Beyond this, leaners struggled to think of more ways the audience is positioned in Clip D. Some learners struggled to go further than physical camera positioning and how the audience was positioned therein. Better responders recognised the concept of modes of address being more than just camerawork.

4 marks

1. The initial mid shot is very effective, as the character is staring directly towards an audience making them feel like the voice is talking directly to them, this is reinforced by the dialogue ' you' making the audience really feel involved and want to play on. It is also the way the audience would see this character if they were really there, in space so it makes it seem much more realistic than it actually is.

2. The audience positioning is also enticing at 00:28 where the character can be seen in full long shot, with their surrounding behind it as special FX occur. For the audience, this is enticing as it is a glimpse of what is to come if they continue to play the game, as it reveals more locations they will see and explains the narrative they will embark on.

This learner has provided two well considered responses which make good use of media terminology and specifically identify the points at which the events occur within the text. There is a clear understanding within this response.

2 marks

> *1. In the beginning the audience are positioned as a peer or a new-comer to the game which suggests that whoever will play will be taught all there is to know by the commander. The way she talks to us makes us feel accepted as one of the elite which makes you want to play and find out more.*
>
> *2. The commander says 'this is a one-way trip' which adds enigma and mystery to the audience which entices them as they want to know more about it and they will feel as though if they do not go on this 'trip', they will be missing out.*

Both of these responses identify the direct mode of address used by the character within the game, they are repetitive in nature and do not go beyond the way that the gamer is addressed on a personal level.

Q7 The opening sequence of Clip D makes use of mise-en-scène.

Analyse how mise-en-scène has been used to create meaning.

Some of the better responses to this question went straight to the point and picked out examples from the text and providing explanations and some learners did this very well. Weaker responses talked about mise en scene generally without picking out examples or the learner picked out examples without explaining their significance. Many learners included sound as mise en scene at length essentially restricting themselves by including irrelevant information within their response. There were arrange of rich visuals in terms of people, objects, places and spaces on offer within this clip and learners that made good use of these performed well.

8 marks

> *The costume of clip D is effective because it emphasizes the sci-fi genre, as it is very astronaut like or robot like. This tells the reader what the rest of the game will be like, to do with space. It also gives them an idea of what the rest of the characters will look like/dress as. Mise en scene is also used in the location as it makes the audience feel like they are actually on this planet in space walking behind the other character, and as the audience would know no better, after a while of playing the game it's cultivated to them that this is a realistic representation of what space really looks like. The lighting also creates meaning as it is made to look like its coming from another planet, and its shining directly onto the other character, to the reader this spotlight effect makes it seem like these sci-fi characters have a lot of power and are very superior to normal people, further enticing them into the game and wanting them to play on, so they to can feel this powerful . The background graphics create meaning as the spaceships and darkness, suggest a serious game/ mission making the audience think that by playing this game they're doing something worthy of their time, despite it being completely fictional. Furthermore, they also emphasize the sci-fi genre to the the*

> *player as spaceships are not a convention of any together genre and are not seen regularly.*

Although this is not a lengthy response there are a number of well chosen examples provided which have been explained well and relevant to the demands of the question.

4 marks

> *They use costumes to make the character look like someone from space. With the costume consisting of a lot of armour and a helmet, it gives the impression that the character is either from space or is very familiar within space. The choice of the colour of the costume is very interesting as white is a colour that represents purity and belief which gives the impression that the character is friendly and can be trusted. This creates the feeling that the character is from space and whatever they tell me will benefit the audience in some way.*
>
> *The props used such as the world gives the realistic feeling that the audience is in space, it also gives a realistic representation of what the view is like and what kind of things will be available to see in space. It also uses moon rocks which gives the audience a feeling in which that is what the moon looks like and gives a first person perspective on what it is like. This allows the audience to get involved with the surroundings and because the setting is what we expect from the moon, the audience is able to get more involved as it seems more realistic. If they chose to just walk on the surface of the moon without any rocks or anything then it would lose the realistic feeling and it wouldn't have the same effect. Even though the game situation is very unlikely to happen, it isn't unrealistic to vision which is what this thrives on. This means the audience is able to visualize what it would be like and creates the sense of involvement within the game.*

This learner has identified a number of elements within the text that provide a sci fi connection, however, the explanations are limited to the realism provided and how it looks like that character is in space.

Q8 Analyse how one character has been represented within Clip C.

This was probably the most consistently successfully answered question within paper. The majority of learners were able to identify key features of the main character's construction and then develop that into an understanding of the representations constructed. As well as the protagonist being a rich example, it was clear that many learners had spent time focusing on representation as a concept. There were some learners who elected to analyse the man exiting the carriage who is the antagonist in the game and whilst they were still able to analyse his representation, this almost was self-limiting as the footage of this character was so limited.

10 marks

The clips protagonist, who wears a top hat and black jacket is represented as the villain and boss of the game. This is done initially, through him throwing a man down a flight of stairs which emphasizes to the audience that he is a men person, who delivers punishments, further his nonchalant attitude whilst doing it suggests that he does this sort of thing regularly and it doesn't mean anything to him, dehumanizing the character. Secondly, the same idea is reflected through the mis shot at 00:38 where all of the men in the alley way walk behind him as soon as he comes out of the building, he didn't say anything or do anything, they just followed him. Implying the control he has over everyone within this community, and suggesting the scary, intimidating reputation that follows him. Then later on he is represented as a hero, contrasting the audiences initial feel of him as the villain (Propp's stereotypes theory) this is done as the other character came straight to him when he needed help, as shown through the dialogue, implying that he is the person who people go to when they need help. Finally, the heroic nature is shown through him being high up with soft lighting surrounding him, now presenting him as a character with a good heart and is seen working out how he will sort the more evil looking newcomer, who is now the new villain, shown through his moustache, dark clothing connoting danger, and evil expressions.

This response receives full marks, it is well written and picks out a number of elements from the text that represent the protagonists' character, there is use of media theory and media language throughout.

 5 marks

The main character within the clip is represented in a confident way. This is because he first throws a person down the stairs which in the act itself, takes confidence to do but he then proceeds to say 'I think he got the message' in a very confident English accent. This shows that he has a lot of self-confidence and that he is also fearless which is a common attribute of a confident person. Someone then comes to tell him about more trouble in which he replies 'the fun never stops' and rallies his men and runs straight into the correct direction. This shows that he is a leader which shows more of his confidence as an individual and shows that he is actually excited for when more trouble is occurring when a normal person would be worried and have a much slower approach to the situation. This magnifies his character and gives him the impression of being a very confident character with heroic traits.

The character also shown to have a serious side to him. At the end where he takes the hat off and puts the hood up, the facial expression on his face changes from confident interested to a more serious, determined look. This gives the impression that it's all fun and games dealing with bad people but when something serious is happening, then that's when the character also gets serious and gets more

determined. This also expands on his heroic representation because he is able to go from playing about and throwing people down the stairs but as the stakes rise, this character gets more determined to stop what is going on which is heroic.

This learner has also picked the protagonist within the clip and has found some relevant moments within the text to discuss within their response. This response is less succinct and tends to provide a lengthy explanation for each element chosen and lacks any reference to media theory or use of appropriate media language.

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

Question 9 was asking the learners to explain the term 'polysemy'. The answer to this question could only be provided if learner were familiar with and had studied this term. Of those learners that did respond to this question the majority were able to define the term but failed to offer a suitable example. Unfortunately, in a majority of cases learners were unable to answer the question at all, with many not even attempting it.

2 marks

Polysemy, means more than one meaning. In a media sense, this would describe an open text which an audience will have different views and perspectives on. For example, in 'The Inbetweeners', aims at young people, their irresponsible under aged drinking will be perceived as cool by the dominant, also teenage reader. However, as it has more than one meaning an oppositional reader, probably a middle aged parent would see this as irresponsible and the repercussions of the characters as a lesson to their children.

This response provides a sound explanation of the term and a very clear and valid example from a specific, identified media text.

1 mark

Polysemy means that something can have more than one meaning, for example the word letter could refer to a note type document white multiple words or simply a single letter on its own such as 'C'. This could also refer to the way in which some media texts are taken with a preferred reading, some are taken with a negotiated reading and some are taken with an oppositional reading.

Whilst this learner has identified the meaning of polysemy there is clearly some confusion within the example provided, there is no relevant example provided by the learner and it is important to remember that for this question learners must always provide a specific media text to make reference to.

Q10 Analyse why media producers make use of stereotypical characters.

Use any of the clips provided and/or media texts that you have studied as examples.

Responses to this question were varied, and this overall this was a generally well responded question, possibly because stereotypes are so readily used within the media and learners are used to seeing them in media texts. Weaker responses were usually an identification of a number of stereotyped characters that learners had seen rather than an analysis of the reasons they were being used by producers. A lot of learners simply ignored the clips provided and described general stereotypes used in particular forms of media rather than any actual texts studied. Better responses recognised a variety of reasons why stereotypes are used by media producers rather than stating that they were recognisable to audiences and met their expectations.

10 marks

Media producers make use of stereotypical character ideas, because its effective and works, which is why we still see them today. Richard Dyer said that stereotypes are created when you take common traits amongst a a group of people and exaggerate them within the media. The media do not create the already existing stereotypes, only displays them to an audience on a more emphasized level.

For example, Michael Brake (1985) said that within the media, four types of teenagers are portrayed. These include, the respectable, the delinquent, the cultural rebel and the politically militant.

This theory can be perfectly applied to the British sitcom 'The young ones' which aired from 1982-1984. Firstly, the character of Rik fits the politically militant type as throughout the series he repeatedly bring us 'Margaret Thatcher' who at the time was a very controversial political figure, and so when mentioning her he would blame the fault of any problems they faces on her, emphasizing the an audience watching that she may be causing problems within the actual society.

Secondly, the cultural rebel of the series is 'Neil' who is labelled the 'hippy' of the friends, he has long, straight hair contrasting all the other, and speaks with a very monotone and relaxing voice, similar to the actual type at the time. This differs from the expected polite and normal culture in 1980s Britain.

Thirdly, there was Vivian who was representing the delinquent character, he had orange spiked hair which connoted danger and trouble, and was often the one smashing things in the show or causing danger, for example, hitting his friend o the head with a hammer.

Finally, there was Mike who played the respectable one, he was often not seen involved in any of the characters madly farfetched and dangerous scenarios, and represented a much more ordinary male of the 1980s. He had a regular haircut,

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and didn't dress as extremely as the other e.g. Rik wearing yellow dungarees. He was respected because older generation at the time would've favoured him over the others, similarly to the stereotypical nerd character of Will in modern sitcom the inbetweeners'.

In the 80s these newly presented characters to the media, caused a moral panic within society because adults were frightened the students in the programs unrealistic, violent and rude behaviour, influencing their own children in real life.

This is very effective to use amongst a group of teenagers in a show, because the audience can relate it to their own friends, feeling a sense of personal identity (uses and gratifications) from the show, and so they'll carry on watching

The learner makes reference to a large number of characters from a range of different texts all of which have been well defined and fully analysed. The learner has picked out elements from each text chosen that helps exemplify the points they have made.

6 marks

Media producers make use of stereotypical characters as it is then easy for the audience to get to know characters. This is because they will expect it coming as the character will have one trait and that will be used for the stereotype and will be exaggerated to develop the character. For example, within the film baby driver, there is a black man which is a part of the crew that the main character is involved. The main character is a young white adult and with this, just like other young white men, they are lost and have a good nature and have good sets of morals even though they are influenced to do bad things. The black person within this film is very tough and is a typical man from 'the hood'. Media producers use this to develop the character to someone that the audience will be very familiar with, this means that they made the character naturally tough and gave them a 'I don't care' attitude. They also incorporated into how he walked as within the film, he always walked in a very sketchy but confident way. They also used the way he talked and made it so the actor spoke more like someone from 'the hood' which instantly the audience is aware of what kind of person he is. Media producers do this so they don't have to explain the character, the audience will just expect it from the characters. In clip B, the media producers use the stereotype of how footballers enter the pitch and what they do when they are about to line up. It is very stereotypical to assume that every footballer does the running on the spot before they enter a pitch, but it also allows for the game to be realistic. The way the footballers come onto the pitch and start waving at the crowd or start clapping is also stereotypical but the media producers for this game incorporated it to add some realism. By doing this, it allows the audience to feel that they are actually watching a game of football instead of just playing a game. By doing the footballer stereotypes, it adds realism that games in the past wasn't able to do.

This learner has chosen a few relevant examples from media texts, one of which focusses more on racial stereotyping and talks about the element of the character that contributes to this. The explanations are not always well developed and there is a lack detail in the explanations as to why stereotypes are used.

Q11 Discuss how the uses and gratifications theory relates to individual choices in media consumption.

Use any of the clips provided and/or media texts that you have studied as examples.

This was the most poorly responded question within the paper and the majority of responses clearly showed little evidence that learners knew what this theory was. In place of this knowledge learners provided what they knew of other audience theories despite these not being linked to uses and gratifications. Some learners were able to cite examples of uses and gratification theory but did not provide detailed or even suitable explanations within their exemplification. Very few answers were able to identify uses and gratifications as an active audience theory and that audiences were using media to gratify specific needs. Where learners grasped the theory, they provided a solid response, often citing the four main needs and giving pertinent examples, unfortunately these tended to be in the minority.

7 marks

The uses and gratification theory relates to individual media consumption because it explains why each person watches or engages with whichever media texts that they do. It says that there are four different reasons, for personal identity- to relate to the characters or their situations and perhaps seek guidance or understanding. Personal relationships - so as not to feel left out of conversations at school or work, and in order to keeps up with the pop culture of the time. Surveillance - for a genuine interest in the topic or subject matter of the text. And finally divergent - to distract the audience form stresses or troubles of their everyday lives such as work or school.

These reasons can all be affected by a person's background, culture, experiences or personality.

For example, a person may watch Emmerdale or another soap, if they relate the character situation (personal identity) and want to find out how they deal with or overcome it. For instance, a teenager who has issues with alcohol, would be interested in knowing what the character of Liv Flaherty in Emmerdale would do, a she has an alcohol abuse storyline as a 16 year old. As this isn't a common issue in the media, it'd make the audience feel less alone when experiencing the same thing, and understand how to overcome it.

Uses and Gratifications theory also relates to individual choices because it can result in people not watching a film or TV show, and the production not being very successful. For example, if somebody makes a film based around a topic that not

many people care about and isn't very relevant in today's society, then out of surveillance, nobody will go and see it because nobody will be bothered about it, and they won't feel left out of what current, because nobody else will be bothered either. For example, years ago a film was labelled the worst film ever and it was largely unsuccessful and nobody like it, making it irrelevant, However, recently James Franco , who is a very popular actor in today's society decided to make a film based on the bad one, this means that people who are interested in James Franco, so lots of young people and stereotypically, female viewers, will want to see this film out of surveillance as they are a fan of the director and want to see what he's produced. This would also interested film fanatics so they can judge the film to see if it's any better than the original production.

Finally if a person's individual circumstances are stressful, such as family or work, then this will mean they may watch something to take their mind of things and will make them happier, such as a sitcom or comedy. For example, Brooklyn 99 an American sitcom has a very colourful opening, using yellows which connotes happiness to an audience, the show also features many jokes and gags all throughout to make the audience laugh, this without the viewer realising it would cheer them up and that's why they chose to watch something funny in the first place.

This example is one of the few stronger responses provided by learners, there is some understanding being shown here in the examples provided and the reasons behind audience consumption choices. There is clearly some understanding here but the response is not fully developed.

2 marks

Gratifications theory is when a player of a game can make their own choices throughout the game. An example of this is in a game like GTA V because in the story mode of the game it has its main story line to follow throughout the game but it also has little side missions for players to do if they choose to, which will earn them more money and XP. But this is part of gratifications theory because not all players will do all the side missions because they may think it's a waste of time to do, whereas some people want to complete the entirety of the game, so they do it all but they don't necessarily have to.

This response is typical of many that were provided by learners, there is very limited understanding shown within this response with only one example from the gaming sector. There is some limited understanding here of active audience choses with regard to consumption.

Q12 Genres often meet audience expectations. However, some genres subvert expectations.

Evaluate how genre codes, conventions and representations are used to meet or subvert expectations.

Use any of the clips provided and/or media texts that you have studied as examples.

This question seemed to confuse some learners as the reference to both generic conventions and representation led to lots of learners just focusing on one of those areas rather than exploring both areas. Often, learners repeated elements of Q10 and discussed stereotypes but not always in the depth required for a 20-mark question. There were also some incorrect references to hybrid genres and how these were subversions rather than a blending of themes and elements from two separate genres. Some learners did successfully merge the idea of representations being part of the codes and conventions and when it was done well it proved a strong differentiator.

16 marks

The music video for independent woman' by Destiny's child subvert stereotypes and aims to empower women and dis-attach them from the weak negative portrayal seen in other media texts, such as All about that bass, by Meghan Trainor.

Firstly, the independent woman music video subverts expectations, as they present women differently. This is done through the red wall interior, connoting strength and power. There is also a woman seen at the top of the table in the business meeting like shot, a role that is normally associated with a man. Beyoncé can also be seen riding a motor bike, which makes the reader think that she is serious and cool, representing a good role model for young girls. Finally, in some shots the girls of the band are fighting and kicking showing their martial arts skills, this represents the idea that the women are not afraid, or weak, or scared to do anything that men can do and what they are normally associated with. This completely subverts the hip hop genre because a convention of there is to have a man and women, who wears minimal clothing often in a romantic sense. An opposing reader may argue that because the girls are pictured in some shots wearing minimal clothing that this in some ways supports the males gaze.

This differs totally from the all about that bass music video, which while the dominant and passive readers will see it as empowering, for women overall there are many occurrences which dis-empower the gender. For example, the children in the shots are seen playing with dolls and doll houses and teddy's, toys that at one time were restricted to girls, however, an oppositional reader would know this is not a good ideal for kids to look up to, as then they will feel restricted to conforming to what society thinks they should play with, an idea which this video encourages. Secondly, there are pink walls and colours throughout the whole

thing, pink is stereotypically a girl's colour as it connotes love and pretty things, which this video suggests boys shouldn't like. This shows that the while the producers are trying to empower plus sized girls, what they're really doing is setting a bad role model for kids because the themes in the video meet expectations for little girls, showing a hypodermic needle effect, in more ways than they wanted. This is typical for the pop genre because they often portray women as weak, or objectify them which is what this video does.

One media text that also meets expectation is the 'Gallway girl' music video for Ed Sheeran. The stereotype surrounding the Irish would be alcohol, which this video is practically based around as the location just differs from pub to pub, and bar to bar. Guinness is also involved which is a drink largely associated with Irish people, this alcoholic element is then reflected through the two drunk men playing cards in the toilets of a pub, emphasizing how drunk they are and how they've done something silly that isn't a normal things to do. This crazy Irish stereotype, while adding it with an upbeat song to make the audience think is a positive and realistic representation, is only reinforced through this video, despite it not actually being a realistic idea, because not every single Irish person would get that drunk every night.

The genre of action, often comes with a convention that there will be a 'princess' character who is played by a good looking, young actress. This expectation is completely met every time without fail in the James Bond series. In addition to this, the convention is reinforced through the male gaze, for example one movie poster for James Bond saw the secret agent in a black suit, which connotes a smart, important, dangerous character which is all true. However, stood next to him, is Halle Berry wearing very minimal, revealing clothing. This poster is focused around this long shot in order to entice the audience to her full body. This is exhibitionism and voyeurism because the girl is stood not very covered up looking round of her body, while the majority male audience looks at her. This is done to sell the film and attract a larger audience, which, while some may say is empowering for women because she seems to be the one in control (one criticism of Mulveys idea) many will say that it is dehumanising for the female character as she is there to sell a film, make the man look good and for nothing more.

Another criticism of Mulveys genre comes in the way that it doesn't talk about female gaze, something that the Levis 501 advert of 1985 does perfectly. It focuses around a men taking of his clothes in a launderette, and being stared at by all the female customers. This is reinforced through long shots of his body and close up shots of the man face and torso, showing his attractive qualities. Its arguable that this is very dis-empowering for men and his body is being used to sell products. This differs form a typical advert genre as ads usually use dehumanising and objectifying women to things. For example, in the Mr Leggs advert a man is seen standing over a women whose body is a tiger carpet, the fact the man is above the women suggests he is superior, alongside this replacing the women's body with an

> *animals dehumanizes her and the caption 'it's nice to have a women around the house' suggests that women's sole purpose is the please and help men.*

This response has been awarded at the bottom of the top mark band, the learner has provided some suitable examples of genre and their relevant codes and conventions. The response is slightly stronger on representation and does tend towards representation theories rather than genre theories. Some of the examples used are also rather weak as music videos tend to work with the genre of the music being played within them rather than having a genre of their own which is why the learner has not scored full marks.

9 marks

> *Genres are often able to meet the audience expectations by using the genre codes, conventions and representations. However, at times they are some genres that subvert expectations which throw the audience a bit. There are many ways in which these factors are used to meet or subvert expectations.*
>
> *Firstly, the convections of a genre is what the audience expects to see in a film e.g. in a comedy, the audience expects jokes, silly situations and a good ending and in a horror they expect haunted houses, ghosts and other supernatural aspects. These can be used to meet the expectations of the audience. E.g. a film called Central intelligence starring Kevin hart and Dwayne Johnson is a comedy adventure film, considering Kevin Hart is a comedian, the producers allowed for a chance to take use of that to incorporate that into the film which they did successfully as they were able to use the comedian to make the film funny and actually make the film have the comedy aspect that the audience expect. On the other hand, producers can also take that convention and flip it to make it unexpected, this is will surprise the audience considering that they weren't going to be expecting a certain thing from a certain genre of film. Kind of like a plot twist but for the entire genre. This may include going against the typical conventions of the film or whatever media product is being made.*
>
> *Secondly, they use genre codes which refers to what aspects go into that genre to make it that genre. This includes horrors having dark settings and spooky characters whereas action has superheroes and villains. These can be used in films to meet audience expectations as they will be expecting those factors to be within the genre. E.g. film called Spider-man is an action which involves a superhero and a super villain, because that is what is expected from an action, the audience is aware of what they will be seeing just by knowing what genre the film is. However, this could also be used to subvert the genre and take certain codes of the media product and adjust or even add other genre codes which makes it unexpected to the audience. This could mean that an action film could incorporate*

some horror codes to include more horror factors within the film which would change the audiences view on the film.

The way the products are represented by the advertisements and first impressions such as trailers, DVD covers and online magazines also affects the product. E.g an action film will have a trailer which tells a short part of the story line and tease the problem the problem to the audience, it would also include the action to try to make the audience want to go and see it. On the contrary, this could also be used to represent the product in a different way e.g. a film may be a horror but may be represented as a thriller to make more people want to go see the film.

In conclusion, I believe that the codes, convections and representation is able to be used to meet the audiences' expectations but it is also able to subvert expectations. Both are good ideas as by meeting the audience expectations the audience will not be disappointed in the product as that is what they expected and by subverting expectations, it allows to surprise the audience which will make them rethink the product in a positive way. Overall by meeting audience expectations, the audience is happy and by surprising the audience, it depends how they take it, they could love it or they could despise it but it would give a good surprise to the audience.

This is a good example of a middle mark band response, the learner has picked a couple of examples and done a reasonable job of identifying the codes and conventions. The examples chosen are very standard as horror, comedy and action/superhero films tend to follow typical conventions, the use of a DVD cover is not really as relevant and has proved limiting to this candidate. There is some mention of subversion of expectations, but this is limited in nature and does not show a developed understanding, there is also a lack of media theory being reference and limited use of media language.

Summary

Based on their performance on this paper, learners should:

- Use appropriate technical language throughout your responses, i.e. 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, e.g. explain will require an expansion of a point, discuss requires looking at both possible points/arguments, evaluation will require some form of conclusion.
- Use the number of marks awarded as a guide to the depth of response required.
- Be clear about terminology used in the specification as these words will be repeated in the exam paper, e.g. edits, camerawork, use of sound.
- Know the different theories and theorist and be able to apply them to both seen and unseen texts

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