Mark Scheme (Results)

June 2018

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

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Unit 1: Media Representations– sample marking grid

General marking guidance

- All learners must receive the same treatment. Examiners must mark the first learner in exactly the same way as they mark the last.
- Marking grids should be applied positively. Learners must be rewarded for what they have shown they can do, rather than be penalised for omissions.
- Examiners should mark according to the marking grid, not according to their perception of where the grade boundaries may lie.
- All marks on the marking grid should be used appropriately.
- All the marks on the marking grid are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks, if the learner's response is not rewardable according to the marking grid.
- Where judgement is required, a marking grid will provide the principles by which marks will be awarded.
- When examiners are in doubt regarding the application of the marking grid to a learner's response, a senior examiner should be consulted.

Specific marking guidance

The marking grids have been designed to assess learner work holistically. Rows in the grids identify the assessment focus/outcome being targeted. When using a marking grid, the 'best fit' approach should be used.

- Examiners should first make a holistic judgement on which band most closely matches the learner's response and place it within that band. Learners will be placed in the band that best describes their answer.

- The mark awarded within the band will be decided based on the quality of the answer, in response to the assessment focus/outcome and will be modified according to how securely all bullet points are displayed at that band.

- Marks will be awarded towards the top or bottom of that band, depending on how they have evidenced each of the descriptor bullet points.

Question 1	Explain one way sound has been used within Clip A to create meaning for the audience.	2 marks
	1 mark for identifying the sound and 1 mark for explaining how it appeals to the audience. • Lively upbeat soundtrack (1) to make the audience feel engaged and relaxed (1) • Sounds to indicate activity, e.g. jump, squat, speed, slow down, growth (1) to create excitement (1) • Character voices saying 'yippee' (1) indicating that something has been achieved (1) • Repetitive use of the same sounds (1) adds to the games identity/recognition (1) • Use of exciting sounds (1) to engage a young audience (1) • Sound is synchronised to the actions (1) emphasising the different actions (1) **Accept any other appropriate answer.**	

Question 2	Explain one way that colour has been used in Clip A to attract an audience.	2 marks
	1 mark for the identification and 1 mark for explaining how this attracted an audience. • Brightly coloured characters using bold/primary colours (1) will appeal to a young audience (1) • Attractive game environment with bright/bold backgrounds (1) creates a fantasy world to involve the audience (1) • Coordinating character colours to represent bad and good (1) creates a narrative for the audience to follow (1) • Use of red on enemies/restricted areas (1) connotes danger (1) • Use of pink for the princess's dress (1) stereotypes the character as female (1) **Accept any other appropriate answer.**	

Question 3	Explain two ways camerawork has been used in Clip B to create meaning for the audience.	4 marks
	1 mark for identifying an example of camerawork (maximum of 2 marks) and 1 mark for explaining how it's been used (maximum of 2 marks). • Low level shot of the stadium (1) to establish the scale of the pitch (1) • Low angle shot of crowd (1) to emphasise the large attendance (1) • Medium shot as the players come onto the pitch (1) to show the whole team being connected (1) • Mid shot of two specific players (1) to indicate their importance (1) • Tracking shot of the players (1) to allow viewers to follow the action (1) • Slow pan of the stadium (1) shows the vastness of the stadium (1) • Long shot of the teams (1) to show the opposing teams together (1) **Accept any other appropriate answer.**	

Question 4	Explain one way lighting has been used in Clip C to create meaning for the audience.	2 marks
	1 mark for identifying a lighting technique and 1 mark for how it generates meaning • Low key lighting in the poor areas of London (1) signifies poverty and possible crime (1) • High key lighting in the wealthy areas (1) signifies the power of these areas (1) • High key lighting as birds fly from the sky (1) signifying being sent down from heaven (1) • Low key lighting on the main character's face creating shadow (1) making him seem mysterious (1) • Low key lighting creating shadows on the ground next to the coach (1) signifies sinister intent (1) **Accept any other appropriate answer.**	

Question 5	Explain two ways that editing has been used in Clip C to create meaning for the audience.	4 marks
	1 mark for identifying an example of editing techniques (maximum of 2 marks) and 1 mark for explaining its purpose (maximum of 2 marks). • Example of the use of straight cuts (1) to establish continuity (1) • Example of cross cutting (1) to move the audience between scenes (1) • Example of fast pace cuts (1) to generate excitement for the audience (1) • Example of shot/reverse shot (1) to enable the audience to see the interaction between characters (1) • Example of eye line match (1) to place the audience on the same level as the characters (1) • Example of how sound has been edited to the action (1) to emphasise the action (1) **Accept any other appropriate answer**.	

Question 6	Explain two ways the audience are positioned in Clip D to entice the gamer into the game environment of Mass Effect Andromeda.	4 marks
	1 mark for identifying an example of audience positioning (maximum of 2 marks) and 1 mark for explaining its purpose (maximum of 2 marks). • Direct mode of address (1) draws the gamer in and makes them feel part of the game (1) • The audience are positioned as voyeur (1) by viewing the characters and space ships (1) • Gamer is involved in preparations (1) allowing them to relate to the mission (1) • Character uses positive and open body language (1) making the player feel relaxed and engaged (1) **Accept any other appropriate answer**.	

Question 7	The opening sequence of Clip D makes use of mise-en-scene. Analyse how mise-en-scene has been used to create meaning.	10 marks

Indicative content:

- Use of costume/spacesuit on main character
- Emphasis on 'high tech' weapons in the character's hands and in the spaceship
- Backgrounds/environments
- Other planets in background/ some identifiable and some not
- Vast expanses of black to represent emptiness of space
- Placement of high tech equipment within scenes
- Placement of 'spaceships' within game environment.
- Use of greys and silvers within the game environment to give a futuristic feel
- Use of stasis pods within the spaceship, indicative of long haul space travel
- Use of figure expression of movement
- Use of camera composition

Accept any other appropriate answer.

Level	Descriptor
1 1-4 marks	Some appropriate media terminology is used. Mostly appropriate examples are described. The descriptions of the technical and stylistic codes lack detail and there is little, or no, analysis of the possible meaning(s) being constructed.
2 5-7 marks	Appropriate media terminology is used throughout. Relevant examples are explained. Each example describes the technical and stylistic codes operating within the text accurately and offers some analysis of the possible meaning(s) being constructed.
3 8-10 marks	The use of media terminology is fluent, confident and accurate throughout. Relevant examples are analysed to meet the requirements of the question. Each example describes the technical and stylistic codes operating within the text accurately and offers a detailed and sophisticated analysis of the possible meaning(s) being constructed.

Question 8	Analyse how one character has been represented within Clip C.	10 marks
	Indicative Content for main character • See the main character being violent making him seem rough/ aggressive • His knowledge of the local area and peoples makes him appear to be 'Streetwise' • His interactions with other characters emphasises that he is part of a gang/group • The fact that he leads other characters to follow him indicates he is in a position of leadership/authority • The way he moves directly to his target makes him appear mission orientated or on a mission • The raising of a hood over his head makes him seem stealthy and secretive **Accept examples of any other character.**	

Level	Descriptor
1 1-4 marks	Some appropriate media terminology is used. Mostly appropriate examples are described. Mostly appropriate ideas are mentioned but there is no supporting evidence and no connection between the representations identified and their effects and consequences.
2 5-7 marks	Appropriate media terminology is used throughout. Relevant examples are explained. Appropriate arguments and ideas are included, supported by reference to the text, although the connections between representations within the text and their effects and consequences are undeveloped.
3 8-10 marks	The use of media terminology is fluent, confident and accurate throughout. Developed reasoning throughout, supported by detailed textual reference and sophisticated analysis of the effects and consequences of the representations identified within the text. Arguments are developed. Highly relevant examples are analysed to meet the requirements of the question.

Question 9	Explain what is meant by the term polysemy, using one example from any media text that you have studied.	2 marks
	1 mark for the definition • The potential for a sign/word/phrase to have many meanings (1) • The existence of many possible meanings for a word or phrase (1) • The ability for a text to have many possible readings/meanings (1) • The potential for the audience to read media texts differently (1) 1 mark for a relevant example of polysemy. (1) **Accept any other appropriate explanation.**	

Question 10	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.	10 marks

	Indicative content
	
	Learners must identify one or more specific stereotype with which to exemplify their analysis.
	
	Reasons for using stereotypes could include:
	
	• A simplified representation of a group using exaggerated characteristics
	• Allows the audience to make quick judgements about the character based on cultural references
	• Can communicate complex information about a character more quickly
	• Can invoke a positive or negative response from the audience depending on the character used
	• Stereotypes can be based on:
	   o Appearance
	   o Attitude
	   o Behaviour
	   o Social constructs
	• Allows the narrative to move more quickly as the audience will be familiar with character type	

	Accept any other appropriate answer.
Level	**Descriptor**
1 1-4 marks	Some appropriate media terminology is used. Mostly appropriate examples are described. The descriptions of stereotypes lack detail and there is little, or no, analysis of the possible meaning(s) being constructed.
2 5-7 marks	Appropriate media terminology is used throughout. Relevant examples are explained. Each example describes stereotypes operating within the text accurately and offers some analysis of the possible meaning(s) being constructed.
3 8-10 mark	The use of media terminology is fluent, confident and accurate throughout. Highly relevant examples are analysed to meet the requirements of the question. Each example describes stereotypes operating within the text accurately and offers a detailed and sophisticated analysis of the possible meaning(s) being constructed.

Question 11	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.	10 marks

	Indicative content	
	Learners should be able to identify that the uses and gratifications theory is an approach to understanding why and how people actively seek out specific media to satisfy specific needs, such as:	

- Identification:
  - o Recognition of persons or products
  - o Identification with role models
  - o Persons with similar traits to your own
  - o Aspirational
  - o Personalisation

- Education:
  - o Acquiring new information/knowledge
  - o Gain a better understanding of people/situations

- Entertainment:
  - o Gaining enjoyment
  - o Escapism, forgetting your worries, escaping the real world for a while

- Social interaction:
  - Sparking debate and discussion
  - Allowing for interactivity, e.g. voting and becoming part of the programme
  - Empowerment, ability to affect change

The audience use the media text rather than being used by the media texts.

Accept any other appropriate answer.

Level	Descriptor
1 1-4 marks	Some appropriate media terminology is used. Mostly appropriate examples are described. The discussion of the theory lacks detail and there is little, or no, relationship to the possible means by which audience consumption is defined.
2 5-7 marks	Appropriate media terminology is used throughout. Relevant examples are explained.

	Each example describes the genre, codes and conventions relating to the text accurately and offers some analysis of the possible the reasons for development over time. The discussion of the theory in relation to a chosen text accurately and offers some relationship to the possible means by which audience consumption is defined.
3 8-10 marks	The use of media terminology is fluent, confident and accurate throughout. Highly relevant examples are analysed to meet the requirements of the question.

Question 12	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.	20 marks
	Indicative content Learners will identify the codes and conventions of their chosen genre, and how they add to the audience expectation of that genre. Learners should analyse how their chosen genre meets or subverts expectations with consideration of some of the following factors: • target audience • audience expectations • society • Different ideologies • audience values • traditional representations • Censorship and codes of conduct • Influence of different contributors, e.g. authors, producers, directors, writer • Influences within the chosen industry • Changes in technology allowing for development of imagery • Moral ambiguity of characters • Mixing genres together • Role reversal • Unconventional representations of gender/ age/ ethnicity **Accept any other appropriate answer**	
Level	**Descriptor**	
1 0-5 marks	Some appropriate media terminology is used. The descriptions of the genre, codes and conventions lack detail and there is little, or no, analysis of the possible meaning(s) being constructed.	
2 6-10 marks	Appropriate media terminology is used throughout. Appropriate reference to relevant theories. The question is directly addressed and superficial evaluative comments are made regarding competing debates, ideas and theories.	

3 11-15 marks	Fluent, confident and accurate use of media terminology throughout. Accurate knowledge and understanding of relevant theories and theorists. Developed reasoning throughout, supported by relevant textual reference and analysis of the effects and consequences of the representations identified within the text. Arguments are well developed and sound judgements are made regarding competing debates, ideas and theories.
4 16-20 marks	Fluent, confident and accurate use of media terminology throughout. Accurate and thorough knowledge and understanding of relevant theories. Each example describes the genre, codes and conventions relating to the text accurately and offers a detailed and sophisticated analysis of the possible reasons behind the development over time. Consideration is given to competing debates, ideas and theories within a balanced response. An argument is made using supported judgements, leading to an effective conclusion.