

L3 Lead Examiner Report 1901

January 2019

**L3 Qualification in Creative
Digital Media Production**

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January 2019

Publications Code 31668H_1901_ER

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What is a grade boundary?

A grade boundary is where we set the level of achievement required to obtain a certain grade for the externally assessed unit. We set grade boundaries for each grade, at Distinction, Merit and Pass.

Setting grade boundaries

When we set grade boundaries, we look at the performance of every learner who took the external assessment. When we can see the full picture of performance, our experts are then able to decide where best to place the grade boundaries – this means that they decide what the lowest possible mark is for a particular grade.

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:
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Unit 1 Media Representations 31668H

Grade	Unclassified	Level 3			
		N	P	M	D
Boundary Mark	0	10	21	35	49

Introduction

This was the fourth 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 Moving Image sector, in the form of music videos. 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, Games. 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 utmost 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

There was a slightly lower level of performance this series as compared to the previous January series, there was also a significant number of resits amongst candidates. As with previous series there are certain questions that are more challenging than others, this is to ensure a consistent level of demand across all papers. Whilst, there was still some evidence of learners having been taught across the range of unit content, there were particular areas of weakness across the paper and some questions have proved more challenging than would have been expected.

It is of continued importance 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 utilise their time efficiently and save extended responses for the questions with a higher mark weighting; a well-structured sentence or two is more than sufficient for the 2-4-mark questions.

In past papers learners 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. Please keep in mind that these stimulus materials are only been seen by learners for the duration of the exam (although may be familiar to them in a wider context) and learners that consistently perform well have always made use of a wider range of media texts with which they are familiar.

Learners must be made aware that their textual references must be specific, there must be a single text that is being referred to, not 'the news' or 'newspapers', despite this message being provided in previous reports we still see a regular recurrence of this. Similarly, learners must avoid referencing social media such as Facebook and Instagram as media texts, nor should they use music, football or tv and film celebrities, unless they are speaking about these within the context of a specific media text such as a music video, podcast or advert that appears on that particular site. Social media in and of itself is not and will not be considered a 'media text' and learners will not be rewarded marks for making reference to them out of context. 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. For example, it is not sufficient to say 'perfume adverts objectify women' as not all of them do and some do not include woman at all. Learners must be specific if they are to be rewarded for their exemplification.

Media theories and debates are an important part of this paper. Learners performing at the higher-grade boundaries have shown clear and up to date

knowledge and understanding of current and relevant theories and debates. Learners must also be able to apply these correctly to a given context or in relation to a media text. A few well-chosen texts with well-developed explanations and exemplification can often work better than using many texts that have only been referred to very 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 an editing technique has been used in Clip 1 to create meaning for the audience.

This question was not particularly well answered by some learners and many struggled to name a specific editing technique. There was a clear lack of use of technical language within many of the responses and learners struggled at times to identify how a technique had been used to create meaning for the audience.

2 marks

The editing is used to great effect when the actor moves from one part of the room to the other using jump cuts and timing the music to the movements. the editing has the actor moving just as the beat of the song kicks in, these simple cuts make the overall composition flow. When working with music everything has to be done at the right time especially over one track of music. This creates meaning for the audience as we feel as though we are dancing with the character and a part of the dance, with steady pacing and different cuts that flow together.

This learner has identified an appropriate technique, a cut, and offered an explanation as to why this may be create meaning for the audience.

1 mark

Clip one has been edited in a way to draw the audiences attention toward the excitement of the music, depicting a man dancing and flying around on screen, while a non diegetic track is played of the top. This creates meaning as the combination of the prominent music, and the man flying and dancing around on screen, shows that the editor has edited it in this manner to show that this music is fun and freeing making you feel as if you can fly, and dance around everywhere. furthermore, with the scene showing the character to be flying in front of the painting this creates and presents a physical representation of the characters feelings of being 'on top of the world', while listening to the music.

Whilst this learner has explained that the music is a non-diegetic track it they have not explained how this has been added during editing, namely what techniques has been used to add this music to the video.

Q2 Explain one way visual effects have been used in Clip 1 to create meaning for the audience.

This question focused on visual effects, some learners had already identified one in the previous question by claiming there had been use of green screen, however, there were a number of visual effects within the clip. Most learners could identify at least one but learners that performed less well went into detail about how it was done rather than the meaning created for the audience – namely why was it done?

2 marks

The effect where the actor is floating symbolizes that as the song states "drift off into the night" "I'm in flight" and even mentions angels. This effect has a meaning within the video in relation to the lyrics of the song and can be far more entertaining for the audience especially as this seems to be a normal thing for the actor. Meaning is created through the music and then interpreted in the video.

Here the learner has identified a visual effect being used within the clip and how it will create meaning for the audience in relation to the song's lyrics.

1 mark

By using a looking up shot at the character senselessly flying in the air. It creates a sense of importance for that character because no one else can fly.

This learner has identified that the character is flying but has failed to bring their explanation to a conclusion, they are correct that no one else can fly but why is that creating a specific meaning in relation to this character and this excerpt?

Q3 Explain one way camera movements have been used in Clip 1 to create meaning for the audience.

Generally, this question was well answered. Most learners referred to tracking shots/panning shots or even mentioned that the camera 'followed' the character. Quite a few learners didn't explicitly refer to specific camera shots and just stated that they are following the character and some were able to be more technical in their use of media language. Learners that referred to framing were not rewarded as the question clearly relates to camera movements.

2 marks

Camera movements within this video as quick and relate to each other as wherever he points or dances towards the camera will cut or move to. The most effective use of this would be the part where it starts from a low angle as the actor comes down and drifts up the painting filling the top third of the Composition. These camera movements are smooth at first panning and tracking

the actor as performs his various stunts emphasizing the use of the audience as a bystander whilst these unusual events are happening.

The learner has identified panning and tracking and explained why these camera movements have been used by the media producer.

1 mark

The cameras track and follow the man as he flys around the room to make it seem more realistic to the audience.

Here the learner has also mentioned that the camera tracks and follows the character but has failed to offer a suitable explanation, why would this technique make this clip more realistic as opposed to a static camera shot or any other camera movement?

Q4 Explain two ways props have been used in Clip 2 to create meaning for the audience.

This was a well responded questions as there were many props within the clip and they were used to good effect, there was also a great deal of prior knowledge of this video from learners and this assisted them with their responses. Learners need to be reminded that they do not need to identify and explain all props, just one prop, per response, is more than sufficient and the time is best spent explaining why they have been used rather than pointing them all out.

4 marks

1. The first prop being the the golden throne creates meaning for the singer we are looking at being the dominant power figure. The Throne belittles the audience and gives a sense of hierarchy, the thrones is also gold to portray a sense of wealth and glamour. These elements portray her as being a wealthy and powerful figure having the audience bow to her feet accompanying the low camera angles. Both sequences include golden objects with the second being a flashy gold car and golden award believed to represent a Grammy further validating the point of vanity and power and authority she has over the audience.

2. A second prop or point to make would be the snakes climbing up the staircase surrounding her and crawling around, this conveys a message of power especially as she uses the creatures to perform simple tasks in helping her. The audience may feel unsettled or fearful of her because of this creating a rebel image and that she is not a force to be reckoned with, in the final part of the composition all the snakes rise up just as the camera comes close signaling an attack or warning on the audience. The whole room is plastered with the props of snakes a well know vicious predator as the candle holsters

are even carved as golden snakes, the predator is feared by many and is identified as a small but deadly creature this could be representing the singer herself as a small but deadly figure adding further meaning.

The learner provides a detailed and correct response, there is far too much detail within both responses and this question could easily have been answered with the first response relating to the throne and the music award.

2 marks

1. the first prop i saw was the snakes, which tries to show that, within the video, Taylor swift broke up with someone and she feels bitter about it. this gives meaning to the audience as the audience maybe going through a break up stage and that is how they feel at that moment of stage. so the snakes was great as props as they give a bitter vibe to the song which the song is trying to accomplish.

2. the second prop what i saw was the gold car which was smashed within a lamppost. this could suggest that Taylor swift is not thinking straight and crashes her car, all because of her ex(within the video). they also slow down the scene when she crashes to show that as soon as you hit your car, it feels like everything is going into slow motion .this gives meaning to the audience as the video is trying to warn people not to drive when they are not thinking straight and possibly have a million other things on your mind.

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 two props, the explanations are not relevant and the meanings that have been interpreted have been based on a prior knowledge of the artist and not what is present within the clip.

Q5 Explain two ways lighting has been used in Clip 2 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 no lighting have hampered their ability to answer the question as successfully as they have not been made use of correct media terminology. Generally, the explanations as to why the lighting effects have been used to create meaning have been more successful.

4 marks

1. The dark lighting in the opening sequence emphasizes on the singer who is well lit on the throne with all lights focused on her with no shadowing. The bottom staircase is dark and out of focus drawing attention to the singer on the throne in the top third of the sequence when starting the clip. This use of lighting draws attention to the singer and nothing else as the snakes and audience arise from the dark and join the singer further validating the use of hierarchy with the light focused just on her

2. The three point lighting in the second sequence covers one side of her face possibly reflecting the dark side of her personality as apposed to the light. the key light focuses on one side of her face and the fill light keeps the other slightly visible and back light giving detail to the top of her head. The dark shadows around her give her a dark theme making her seem dangerous, wreck less and out of control. Having the audience think of her as a rebel as she crashes the car without a thought or care.

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

2 marks

1. By having the lights flash on her it creates almost a spotlight, representing her fame within that character

2. Her surrounding are also very dark suggesting they don't mean anything because they don't have light showing on them.

This response has received two marks for the first response and benefit of doubt has been given as the learner has mentioned that spotlight represent her fame. The second response has not been rewarded, there is no explanation of which surroundings are dark, in which scene, and the surrounding within this clip are very significant otherwise the producers would not have gone to the expense of creating them.

Q6 Explain two ways that costume has been used in Clip 3 to create meaning for the audience.

A large number of learners managed to secure two marks for this question, this was because they were able to recognise at least two different costumes worn by the main characters which are the mother, Camilla and her sister, with Camilla having a costume change halfway through the clip. Some learners very cleverly noted the costume matching between Camila and her love interest which was a good comparison.

4 marks

1. The first character wears her glasses which can be represented as a focused and intelligent woman, whilst her outfit seems very regular and normal in contrast to her sisters. The character is even called 'so strange' bringing more meaning to her outfit as she is not like any other girl her age, rather staying at home or just going to the theatre alone whilst everyone in the theatre are kissing.

2. The woman in red within the film she is watching resembles her but as the complete opposite as her both personality and costume wearing a bright vibrant red outfit, red being portrayed as outgoing dangerous and passionate all

connecting to her character, her outfit stands out from everyone else wearing dark and neutral colors. The dress she wears is also very seductive at parts highlighting the passionate side of her character. representation of this outfit is usually that of an outgoing person

This learner has provided two well considered responses which looks at the reasons why characters have been dressed in specific ways, such as glasses making Camila seem intelligent and the red dress connoting danger and passion. The explanations are detailed and relevant.

2 marks

1. The use of costume has been used in the case of the mother, the mother clearly is played by a male actor, so the use of costume is used to show the audience still very clearly who the character is. This have used a very simple and stereotypical depiction of what this type of character would where, creating a clear depiction of a typically character.

2. Furthermore, the use of the sister costume, in her tight and very little amount of clothing depicts what kind of character she is. Additionally, the fact that despite the weather outside being cold, she was shown to still go without a coat, as not to cover her outfit. This depicts her to be a fun loving, party girl. It also shows her to care allot about appearance.

The learner has received two marks for the second response which identifies a costume and discusses it in further detail. The first response does not actually identify any aspect of the costume worn by the mother or reference how is it stereotypical and therefore does not receive any marks.

Q7 Analyse the representations of the characters and/or places used in Clip 3.

You should reference each representation with relevant examples from the clip.

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 referred back to responses already provided in question 6 or provided generalised comments such as 'the house is run down and dirty looking' without explaining what this represented. Stronger responses looked either at a range of different representations throughout the text or focussed in detail on a few, specific and significant representations. On the whole learners engaged well with this question.

10 marks

The first character of the girl is represented as being a nerd or everyday girl as she follows the grandmothers requests and spends time with her as apposed to her friends who are supposedly going out to clubs, in the start of the clip the girl is wearing neutral colors and nothing too revealing in contrast to her sisters with a white top and hair up in a bun following the line "it's freezing outside" this represents her character as a stay at home nerd who would rather spend time alone than with others as shes an outsider. The mother/grandmother is a comical character who is Representative as the mother figure looking after her daughters/grand daughters. her quirky personality resembles that of a grandmother as she cracks jokes and uses phrases such as being 'extra'.

The setting of this scene represents and average home of the common wealth as there is an air vent shown behind the characters as they watch television, the overall furniture is also fairly basic. in the kitchen we can also see the plaster peeling off the wall further validating the poor income of the family.

The character then locates herself to the nearly cinema alone in a theatre full of couples, bringing forth the representation of being lonely, then we switch to the character in the film who the girl wants to relate to or be like as she seems to be free spirited and passionate in everything she does , the woman is the complete opposite of her and this is shown after the film ends and she starts dancing copying the behavior of the woman on screen. When the another character comes in on a bike and stumbles over there is a cut to the grandmother who stops as well showing a parent connection and a change in the girls character . When the two begin dancing together the grandmother joins in as an almost celebration of the development of the girls character

Although this is not a lengthy response there are some well chosen examples provided which have been explained well and are relevant to the demands of the question. The learner has looked at the relationship between some if the characters, how they are connected and how their surroundings reflect on them and their social status.

3 marks

The representations of the characters are that each character has its own personality, the way they are described in the clip are that you have a mother that cares for her children, and that she will be there for them at any time, then you have the sister that seems to have a cold heart at the start of the clip whereas near the end of the clip she is praising meaning that she does care still in some sort of way and that she isn't as meaning as everyone believes her to be . You then have the main character of it all that wants to find love and watches a movies that is based upon the perspective however at the end of the movie she is watching she questions it until she goes out to make her own ending to the movie. You have the male lover that falls of the bike and that is how they meet and start dancing, it is like love at first sight.

The place the main character start is at home with her sister and mum, until her sister leaves to go out to hang with all her friends, leaving her and the mum at the home until the mum drifts off to sleep, where there is a place change and she is walking to the cinema alone to watch a movie, then you have a time gap and she is in the cinema with pop corn and watching the film until the end of it, where she then questions the movie and why it happened like that, then there is another little time time gap to outside where she is dancing and then finds her truth love that falls of the bike and they starting dancing on the street around all other people until her sister turns up out of nowhere and praise them , while her mum is at home cleaning and dancing happily as though she knows something has happened.

This learner has identified a few character within the text and described what they look like, however, the for the most part the learner has simply written what happened in the clip and has not referenced this back to representations.

Q8 Analyse how narrative structures have been used in Clip 3, and/or any other media text that you have studied, to create meaning for the audience

This was probably the most consistently poorly answered question within paper. The majority of learners were unable to show understanding of narrative structures, either as a whole, or as it related to the clip and many responses were retellings of what had happened. Learners that performed better were able to draw from their wider knowledge of narrative structures and how they are used in relation to different media texts. Again, it is important to remember that for these longer responses the clips are merely a stimulus or starting point and learners should be drawing on their wider knowledge within their responses.

10 marks

THE VIDEO STARTS WITH A STRAIGHT FORWARD NARRATIVE ABOUT A GIRL GOING TO SEE A FILM ON HER OWN AND THEN MEETING A GUY OUTSIDE, THIS PART IS TYPICAL BUT THE NARRATIVE SWITCHES TO WHATS HAPPENING IN THE FILM, THIS HELPS TO TAKE THE AUDIENCE AWAY AND FORGETS ABOUT THE PLAIN GIRL WHO WATCHES THE FILM, IT THEN FLIPS BACK TO THE MAIN NARRATIVE TO HELP KEEP THE AUDIENCE IN THE LOOP.

IN THE BOOK END OF WATCH THE NARRATIVE STRUCTER IS SPLIT UP INTO DIFFERENT PARTS FORM DIFFERENT PEOPLES VIEWS, IT IS USED IN THIS BROKEN WAY AS TO KEEP THE READER INTERESTED IN WHATS GOING TO HAPPEN NEXT. IT ALSO GOES BACKWARDS TO HELP REVIEAL WHY THAT EVENT HAPPENED. TOWARDS THE END THE NARRATIVES BOTH COME TOGETHER TO FORM ONE NARRATIVE. THIS MEANS THAT THE AUDIENCE HAS TO WAIT UNTILL THEY GET SOME ANSWERS

THE FILM DUNKIRK HAS THREE NARATIVES THAT ALL HAPPENED AT DIFFERENT TIMES BUT IS STRUCTED IN A WAY THAT IS ENTERTAINING AS WHEN ONE STORYLINE ENDS THE EXITING BIT IT SWITCHES TO A DIFFERENT MORE SLOWER PACED ONE, AS

IT LETS THE AUDIENCE BREATHE AND KEEPS THEM INTERESTED AS THEY DON'T KNOW WHATS GOING TO HAPPEN TO THAT STORYLINE

THE NARRATIVE STRUCTURE IS ALSO A BIT COS EACH CLIP HAPPENED AT DIFFERENT POINTS, FOR EXMPLE THE MEN ESCAPING THE BEACH WHERE THERE A WEEK BEFORE GETTING PICKED, THE EMN ON THE BOATS WHO ARE PICKING THEM UP THEY TOOK A WHOLE DAY TO GET THERE, AND THE PLANES ONLY TOOK AN HOUR TO GET TO THE BEACH. BUT THE NARRATIVE STRUCTURE IS BROKEN UP SO THAT IT SEEMS THAT THESE 3 THINGS ARE HAPPENING AT THE SAME TIME AND NOT ONE AFTER EACH OTHER AND KEEPS YOU WATCHING TO FIND OUT WHAT WILL HAPPEN

IN INFINITY WAR THE NARRATIVE STRUCTURE STARTS OF IN THE MIDDLE OF BATTLE THAT HASNT BEEN SHOWN AND ALL YOU SEE IS THE END OF IT, THIS MEANS THE AUDIENCE IS LEFT WONDERING WHAT HAPPENED BEFORE THE FILM STARTED.

THIS FILM ALSO USES FLASHBACKS TO HELP SHOW WHAT HAPPENED TO THE MAIN BADDIE BEFORE THE EVENTS OF THE FILMS THIS HELPS TO CLUE IN THE AUDIENCE OF WHY HE IS THE WAY HE IS AND TO TRY AND MAKE YOU FEEL SORRY FOR HIM.

This response receives full marks, it is well written and picks out a number of elements from different texts as well as referring to the stimulus material. There is also an explanation of why these structures have been used to create meaning for the audience.

3 marks

The narrative structure has been used to create meaning for the audience in clip 3 by the use of the store arc. The story has a clear beginning, middle and end, with the story starting but showing the audience a depiction of a lonely young girl that just stays how and spends time with her mother. Then the mother is shown to fall asleep leaving the girl bored, and with nothing to do so she goes to see a movie. The movie then doesn't end how she wanted so she decides to make her own story, which ends in her dancing in a street, and meeting a boy. This narrative is a closed sort of open ended story, and it doesn't tell you what happens to the girl or the boy after this night, or whether they even see each other again. However, it creates meaning for the audience as the message of the story was to create your own ending, so this gives you a chance to decide the ending that you wanted.

This learner has identified that this narrative has a beginning, middle and end and that it could also continue beyond the point at which it stops, but then so could so many narratives. For the most part the learner has retold the story they have seen and only picked out a few pertinent points.

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

Question 9 was asking the learners to explain the term semiotics. 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 and many examples offered were not from media texts. Learners must reference a **media text** within their responses in order to gain the second mark.

Unfortunately, in a majority of cases learners were unable to answer the question at all, with many not even attempting it. This was somewhat confusing as almost all learner mentioned either denotation or connotation somewhere within their responses and many mentioned that the red dress worn by Camila in the clip signified danger or romance or passion so it made little sense that learners then failed to answer this question.

2 marks

Semiotics is the intended interpretation of something and how that is relevant to the thing its self, this consists of connotation and denotation, connotation is where something is suggested but not said or has a deeper meaning, denotation is the opposite where something is supposed to be interoperated for its literal meaning. For example, like i have previously mentioned, in Clip 3, there are very sexualised dances and embraces between characters, despite this only being an action, it connotates that the characters have a sexual desire for each other and may engage in sexual activities.

This response provides a lengthy but appropriate explanation of the term and valid example from a specific, identified media text.

1 mark

semiotics is the study of signs and there meaning within a text for example what something can represent of mean from a single image or sign, one example would be the toxic sign representing radiation, danger, sickness etc...

Whilst this learner has identified the meaning of semiotics the example provided is not a media text, learners **must** always provide a specific **media text** to make reference to.

Q10 Sexual orientation can be represented in positive and negative ways in the media.

Analyse how sexual orientation is represented in the media using Clip 4 and/or any other 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 sexual orientation is so regularly discussed or highlighted within media texts and learners are used negotiating these representations. Weaker responses were usually an identification of a number of points from the clip provided rather than a deeper analysis of the reasons why these scenes had been included by the producers. Better responses recognised a variety of interpretations of the text and how the different characters were represented within the narrative, they also referred to symbolism and the meaning behind the use of, for example, fire or burial of a locked box. The highest marked responses also made use of a wider range of texts in order to discuss representations of sexual orientation.

8 marks

Sexual orientation is represented in a negative way in this video as people seem to hunt down those who are gay especially in the clip as the two men have to hide away on the outskirts of society highlighting the problem of homophobia and violence towards gay people. Society has been shaped and constructed to be heterosexual, and videos like these show how hate flows within people and there are people out to get homosexual individuals. Being gay is represented in the media as being unusual and abnormal as the press always have to report on if a celebrity comes out as being gay, especially with Freddy Mercury and more recently Tom Daily as the media feel the need to report this information as an abnormality as we will never see in the paper of a celebrity coming out as straight or heterosexual. The media usually represent being gay a negative point and make it abnormal by printing the stories they do.

Referring back to the clip the whole situation is taboo as they reach their safe place just to share an eager kiss without being attacked or judged by other individuals. On the flip side sexual orientation can be portrayed in a positive way we see a lot of coming out stories Online or in the papers and how it has changed their lives, These are positive stories that help inspire other people too fearful to express their homosexuality in public. However we rarely hear of being gay in a positive way as readers will always want to hear about the bad situations and sympathize as we know from the media with the saying 'if it bleeds it leads'.

The clip brings in a bonfire with the significant lock box whilst the fire engulfs it this can be represented through the years of history and what fires represent for example extremist groups such as the KKK used fires to express power and burn

several gay and black civilians. On the other hand the fire could represent the burning of the past and the future where we forget the difference and it becomes normal where peoples sexual orientation doesn't matter.

Richard Dyer's theory brings in the whole start of stereotyping and how is used to degrade or humiliate people, this theory shows gay people as being the same showing the same traits and and personality, for example all gay people having a high pitched voice and vibrant fashion sense, this is of course not the case.

The learner makes reference to a large number of representations from the text all of which have been well defined and analysed. The learner has picked out elements from the main text that helps exemplify the points they have made. There are some references to individuals and 'the media' rather than texts which is why the learner has not received full marks.

4 marks

In this particular clip the 2 homosexual men are spotted living their life isolated from the rest of society as their sexual orientations are not accepted. They have to keep their relationship a secret and only show affection when they are alone in the middle of nowhere in-case they are spotted. They are seen to be running away from a group of people who do not agree with there sexual preferences and could be seen as a metaphor for the modern day world not fully accepting people who have a different sexual orientation. Sexual orientation is being represented in a positive way more then a negative way in the media more nowadays however that was not always the case. This clip was made to represent the people who still do not agree or can not accept the fact that people do have different sexual preferences in order to help them sympathise and is a metaphor as to how people with different sexual orientation feel hunted down by negative media and people with negative outlooks on their situations.

This learner has chosen a few relevant examples from the text, they have picked points from the narrative and stated whether they are negative or positive but have failed to fully explain how and why this is the case.

Q11 Analyse how the objectification of women is used in media texts.

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

This was again a well responded question, possibly because it has been covered in previous papers and there is a good understanding of the main theories and theorists that have contributed to these debates. Again, learners that performed well were able to cite examples from a range of texts and were specific in terms of how particular scenes or images objectified women.

9 marks

Objectification is the action of degrading someone to the status of a mere object. Theorist, Laura Mulvey, introduced the idea of 'the male gaze' in which is the way in which women are looked at by men in the media. She suggested that media texts are created for the idea that they will be viewed through the eyes of a heterosexual man. Objectification in particular is seen in transformers with actress Megan Fox as she is wearing very little item clothings that show off her assets. Additionally, in clip 3, the singer is dressed in red, having the connotations of being sexy and therefore highlighting the text being made in the view of a heterosexual male.

In addition to objectification, voyeurism, scopophilia and exhibitionism are shown throughout the media that can also be objectifying to women. Voyeurism is the process in which someone gets sexual pleasure from watching someone secretly without them knowing. This act is seen in the film 'Psycho', where a women is being watched undressing without knowing the man is looking at her. This ca be seen as objectifying as the man watches her as if she is not a person who need their own privacy. Scopophilia is when someone gets pleasure from watching someone else carry out a sexual act, behind close doors, while the other person is aware they are being watched. However, Exhibitionism is the act in which someone acts provocatively to gain attention and a male gaze. This is most typically seen in singers such as Rhianna who dress and act in a seductive manner for an image. This can cause objectification, leading to controversy in the media, which then leads to profit if it is positive.

This example is making use of a few, well-chosen examples from different texts and looks widely at the male gaze theory by including references to voyeurism and scopophilia.

3 marks

Objectification of women is rife in modern society. The male gaze is referred to a lot with this type of thing, this is because the male gaze shows women to be sexual objects instead of human beings, in James bond this happens a lot. when a girl is wearing a bikini or revealing clothes the camera shows bond looking at her in a certain way, sometimes after this scene the two characters go and have sexual intercourse. another way objectification of women is used in media is in "havana" when two men walk up to her and start trying to dance with her and then touch her inappropriately, she pushes both off and leaves shortly after. in Taylor Swifts "look what you made me do" she challenges the stereotype of women being sexual objects and being under men when she is sat on a throne, something that is usually done by kings who are men. the objectification of women in media is used so freely in todays society because us humans usually let

it happen and conform to the objectification, this is something we shouldnt do however the hyperdermic needle could be passively pushing this narrative into some peoples brains.

This response is limited and restricted to extracts from some of the clips provided rather than drawing from the learner's own experiences. There is no particular reference to a specific theory or theorist and the examples have been poorly explained.

Q12 The media can have an impact on individuals, groups and society.

Evaluate how the media can affect changes in the behaviour or attitudes of the audience.

Use any of the clips provided and/or any other media texts you have studied.

This question stretched learners and there were some very limited responses at times. Learners who performed well were able to look at a range of audience reception theories and relate these to media texts and debates around media affects. There is still a tendency by learners to make statements without any further explanation or exemplification and learner continue to cite 'the media' or 'the press' or 'the news' in generalised terms rather than looking at a specific article, report or broadcast; in these instances, learners will not perform well and their examples are self-restricting. References to the James Bulger case and the Bobo doll experiment, whilst valid to a certain extent, are also somewhat limiting, especially if learners are unable to discuss that the former was used as a defence but was never proven and that the latter was not an experiment with media consumption and therefore has to be placed into further context. It is important to reiterate that learners cannot make unsubstantiated statements that are not backed up with exemplification as these will have no meaning in a wider context and therefore will not be rewarded.

20 marks

The audience is the people in which view, interpret and analyses a media text. Encoding is the process in which the producer(s) construct a media text to create meaning for an audience. On the other hand, decoding is the process in which the audience view, interpret and analyses a media text. There are also two types of audiences, passive, who blindly accept what they are being told and active, those who openly engage with media texts. Representation is the portrayal of a person, place or thing, which can either be done in a positive or negative way. Stereotypes are typically used in media texts so that people or places can be represented in a much easier way. Stereotypes are an over generalization of a person or place that has been exaggerated throughout the media so that everyone/thing can be categorized and identified in a simpler way.

However, the hypodermic syringe theory suggests that passive audiences blindly accept what they are being told by the media, even though not everything is particularly true. As a result, the medias stereotypes can manipulate the way in which people view other people or places. For example, as seen in the TV show skins and various other media products, teens are portrayed as rebellious, loud and rude. This stereotype as been overly exaggerated, which may cause some people, typically the older generation to view younger people in a negative way. This also goes both ways, as as seen in clip 3, the elderly are stereotyped as slow and sleepy all of the time.

With this in mind, sometimes a media text can subvert from typical standards to create new and powerful messages for the audience to understand. Subversion is the action of diverting from a set and traditional way of something or in terms of film, the conventions of particular genres are tested. For example, in the Hunger Games, Katniss Everdeen is seen as a strong and brave woman who possesses survival and archery skills. This film challenges the typical action genre conventions as a muscular man usually saves the day. From media texts doing this, this can challenge the way in which certain types of people are looked at or the way we act in a society. Having the Katniss Everdeen in mind, the film has empowered women and changed societies views on how capable women actually are.

Moreover, when an audience consumes a media text there are various readings that an audience can carry out as suggested by Stuart Hall. These readings are, preferred, aberrant, oppositional and negotiated. This readings can manipulate the way an audience behave or view a text from the message that they understand. Preferred reading is the typical meaning or way in which producers hope the audience will interpret a media text, such as The Sun newspaper article stating that Ed Miliband is telling 'porkies' and that he is bad for the country. Aberrant reading is when the audience does not get the intended message, such as a person thinking the 'save our bacon' article on Ed Milliband is about him banning bacon, when it is about him being a bad politician. Oppositional reading is when the audience go against the intended message, such as them disagreeing that Ed will be bad for the country. Lastly, Negotiated reading is when the audience apply their own values and beliefs to a text. For example, in the same article previously mentioned, some of the audience may understand that others think he is a bad politician, but they themselves think he will be good for the country.

Objectification is the action of degrading someone to the status of a mere object and it is used quite regularly. Theorist, Laura Mulvey, introduced the idea of 'the male gaze' in which is the way in which women are looked at by men in the media. She suggested that media texts are created for the idea that they will be viewed through the eyes of a heterosexual man. As a result of this, views on women are made to seem more negative as they are portrayed as objects. Objectification in particular is seen in transformers with actress Megan Fox as she is wearing very

little item clothings that show off her assets. Additionally, in clip 3, the singer is dressed in red, having the connotations of being sexy and therefore highlighting the text being made in the view of a heterosexual male.

Furthermore, Stanley Cohen said that media over exaggerates certain situations that cause mass hysteria- the moral panic. This then makes certain people act worried, even if some of what is shown is not true (passive audiences in particular)

Additionally, Jaqueas Lacan talks about the mirror stage. The mirror stage is a point in a child's development where they start to see themselves reflected in certain media texts and identify with them. The social learning theory in particular demonstrates how children observe and imitate behavior. In the Jamie Bugler case, it was mentioned that the killers copied the style of killing from the 'Chucky, child's play' movie. This infers that the media can have an affect on the behavior of those in real-life, either positively or negatively.

This response has been awarded top of the top mark band, the learner has provided some suitable examples across different media texts and has cited a number of media theories and theorist. They have made reference to the James Bulger case at the end of their response but have corrected stated that this only infers a meaning in relation to media effects and does not assert this as a statement of fact.

8 marks

The uses and gratification theory mentions how individuals can associate differently with media texts, you have personal relationships where the audience identify with the person they watch the program with and maybe share a few interests with. Personal identity is where the individual notice a person within the text and relate the character with themselves. Diversion is a get away for the audience as they use media to get away from everyday life and just relax. Finally surveillance is used for the individual to check up on the events within the world and see what celebrities are doing with their life. These uses of media shape peoples lives and can be positive or negative parts of society as some would debate that we spend too much time with social media and we need to live our own lives however without diversion or surveillance people would feel left out and would almost be in the dark with the goings on in life.

The hypodermic syringe theory suggests that media is a drug and individuals are affected by it, this theory brings forward the media spoon feeding the general population and we have no choice but to ingest it. The theory suggests that we forcefully receive information and accept it without questioning it. For example if BBC news (a renowned broadcasting service) were to tell us about President trump launching a missile we would believe it and not question it as we are automatically assuming the news speaks the truth.

The media can effect peoples behavior in a negative way, this can be shown in Jamie Bulger case where the film Chucky was to blame for the malicious acts of

the young boys who murdered Jamie on a train track, media is represented in a negative way in the media especially with films and inspired crimes, another example being the linking to 'A clockwork orange' with several murders.

The war of the world broadcast can also be noted as the broadcast of the popular story of aliens from mars was played on the radio in America, people believed this broadcast to be true and mass crimes were committed with a large amount of raiding.

In conclusion media can be a negative effect of individuals but also a positive with news reports inspiring others to carry out good deeds.

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 some appropriate theories. The examples chosen of the Bulger case and Clockwork Orange are limited and undeveloped, especially in relation to the latter. Some other examples lack any actual reference to a specific text such as the radio or BBC news/new reports.

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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