



Mark Scheme (Results)

June 2019

BTEC Level 3 National in Creative
Digital Media Production

Unit 1: Media Representations
(31668H)

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Question 1	Explain one way that colour has been used in Image 1 to create meaning for the audience.	2 marks
	<p>1 mark for identifying colour and 1 mark for explaining how it creates meaning.</p> <ul style="list-style-type: none"> • The use of red for the background (1) signifies danger to the audience (1) • The yellow in the flowers signifies life (1) in contrast to the zombies (1) • The use of greyscale on the zombies (1) makes them seem sinister/threatening (1) <p style="text-align: center;">Accept any other appropriate answer.</p>	

Question 2	Explain one way that images are used in Image 1 to create meaning for the audience.	2 marks
	<p>1 mark for identifying image and 1 mark for explaining how it was used.</p> <ul style="list-style-type: none"> • The use of everyday objects as weapons (1) could signify that they are not scared and are prepared for a fight (1) • The image of the man holding flowers (1) signifies that this may not be a serious film (1) • The main characters are surrounded by zombies (1) which represents a threat (1) • The three main characters in the middle of the poster (1) signifies their importance in the film (1) <p style="text-align: center;">Accept any other appropriate answer.</p>	

Question 3	Explain one way that words are used in Image 2 to create audience interest in the film.	2 marks
	<p>1 mark for each identification of a relevant area of text and 1 mark for explaining how it creates meaning.</p> <ul style="list-style-type: none"> • The text next to Hitchcock's head (1) provides audience anticipation using words like tension and terror (1) • Listing the names of the actors (1) generates interest through fandom (1) • The text ('should') at the end of the poster in the red tab (1) makes the audience feel as if they should not miss out (1) • The use of the words 'terror' and 'tension' (1) foreshadows what is going to happen in the film (1) <p style="text-align: center;">Accept any other appropriate answer.</p>	

Question 4	Explain two ways that layout is used in Image 2 to create meaning for the audience.	4 marks
	<p>2 marks for a linked response</p> <ul style="list-style-type: none"> • Putting Hitchcock's/director's face at the top of the poster (1) signifies the director's power over the film (1) • Placing the actors' names just underneath the director (1) signifies their importance as stars (1) • The placement of 'vertigo' near the centre of the poster over the spiral (1) signifies the narrative of the film (1) • There is a tagline at the top of the poster (1) that provides information and draws the audience's attention (1) • Placing the images of scenes from the film at the bottom of the poster (1) creates audience expectation of the film's narrative (1) • The image of the man pulling a woman away (1) makes the audience wonder whether he is trying to save her or take her hostage (1) <p style="text-align: center;">Accept any other appropriate answer.</p>	

Question 5	Explain two ways editing techniques have been used in Clip 1 to create audience interest.	4 marks
	<p>2 marks for a linked response</p> <ul style="list-style-type: none"> • The use of slow fades at the start of the trailer (1) provides anticipation and a dreamlike effect (1) • Repetitive fades from black at the start of the trailer (1) create enigma codes for the audience (1) • Slow cuts at the start of the trailer (1) entice the audience in and contrast with the fast cuts later in the trailer (1) • Quick cuts between fight scenes (1) provides pace and generates excitement in the audience (1) • Continuous cutting between music and dialogue of characters in the interrogation room (1) provides information and adds impact (1) • The shot-reverse shot between the two characters at the start of the trailer (1) allows the audience to engage with the characters (1) <p style="text-align: center;">Accept any other appropriate answer.</p>	

Question 6	Explain two ways mise-en-scène has been used in Clip 2 to generate meaning for the audience.	4 marks
	<p>2 marks for a linked response</p> <ul style="list-style-type: none"> • Use of low-key lighting (1) provides a dark, sinister ambience. (1) • The driving rain and flood waters (1) connote a dark and dismal day forecasting trouble (1) • The use of bright yellow in the child's coat (1) signifies vibrancy and life (1) • The single red balloon floating across the classroom (1) signifies something out of control (1) • The use of high-key lighting in the middle of the trailer (1) contrasts with the opening low-key lighting to signify everything is normal (1) • Scenes in gutters and sewer outlets (1) provide a creepy location that enhances audience expectations in relation to the genre (1) 	

	<ul style="list-style-type: none"> • The use of the derelict old house (1) signifies decay and is a convention of the horror genre (1) • The use of the paper boat floating away (1) signifies the child travelling towards danger (1) • The scene of the boat in the rainwater (1) provides intertextuality with the original film (1) • The use of non-verbal communication by the characters (brothers hugging) (1) signifies their emotions and interpersonal relationships (fraternal bond, love) (1) <p style="text-align: center;">Accept any other appropriate answer.</p>
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Question 7	<p>Analyse how masculinity is represented in Clip 1.</p> <p>You should reference each representation with relevant examples from the text.</p>	10 marks
	<p>Indicative content</p> <p>Conventional representations include:</p> <ul style="list-style-type: none"> • Aggressive • Violent • Dominant • Athletic (the six pack) • Leader • Traditional male roles. • Leading action-packed lives • Defending their territory • Conventional heroes and villains <p>Unconventional representations include:</p> <ul style="list-style-type: none"> • The women are represented in masculine ways which is an unconventional representation of gender. • Use of low bass sounds in the soundtrack to represent masculinity. <p style="text-align: center;">Accept any other appropriate answer.</p>	

Level	Descriptor
<p>1 1–4 marks</p>	<p>Some appropriate media terminology is used.</p> <p>Mostly appropriate examples are described.</p> <p>The discussion of masculinity lacks detail and there is little, or no, relationship to the possible meanings of the representations.</p>
<p>2 5–7 marks</p>	<p>Appropriate media terminology is used throughout.</p> <p>A range of relevant examples are analysed.</p> <p>The discussion of masculinity in relation to a chosen text accurately and offers some possible meanings of the representations.</p>
<p>3 8–10 marks</p>	<p>The use of media terminology is fluent, confident and accurate throughout.</p> <p>A wide range of relevant examples are carefully selected to meet the requirements of the question.</p> <p>The discussion of masculinity in relation to a chosen text accurately offers detailed and sophisticated meanings of the representations.</p>

Question 8	Analyse why the media industry uses stereotypes in its products. Use any of the clips provided and/or any other media texts that you have studied.	10 marks
<p>Indicative content</p> <p>Learners should be able to identify the reasons why stereotypes are used, they must make reference to the use of these in specific media text(s) and explain their significance within that context.</p> <p>The use of stereotypes within the media industry offers a shortcut to the audience as to the character's personality.</p> <p>Stereotypes make characters easy to recognise and relate to, which negates the need to provide a complex back story for each character.</p> <p>Stereotypes are often used for comic effect.</p> <p>Stereotypes contain a number of positive and negative traits that form the overall character type, these have been used so often within media texts they are immediately identifiable.</p> <p>Stereotypes can be subverted in order to surprise the audience and add more texture to the character.</p> <p style="text-align: center;">Accept any other appropriate answer.</p>		
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. A range of relevant examples are analysed. Each example describes stereotypes and relates them to specific text(s) and offers some analysis of the possible reasons for their inclusion in the text(s).	

<p>3 8–10 marks</p>	<p>The use of media terminology is fluent, confident and accurate throughout.</p> <p>A wide range of relevant examples are carefully selected to meet the requirements of the question.</p> <p>Each example describes stereotypes and relates them to specific text(s) and offers detailed and sophisticated analysis of the possible reasons for their inclusion in the text(s).</p>
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<p>Question 9</p>	<p>Explain the term 'hypodermic model', using one example from any media text(s) that you have studied.</p>	<p>2 marks</p>
	<p>1 mark for the definition:</p> <ul style="list-style-type: none"> • How easily passive audiences are affected by media messages (1) • Media messages are injected into the audience like a drug (1) • Audiences accept media messages/text(s) without question (1) • Audiences do what media messages/text(s) tell them to do (1) <p>1 mark for a relevant example of the hypodermic model applied to a media text(s) (1).</p> <p style="text-align: center;">Accept any other appropriate explanation.</p>	

Question 10	<p>The genre of a media product is recognised by the codes and conventions that are used.</p> <p>Analyse how generic codes are constructed. You must refer to content, theme, setting and characterisation of the genre.</p> <p>Use any of the clips provided and/or any other media texts that you have studied.</p>	10 marks
	<p>Indicative content:</p> <p>Learner should identify a specific genre(s) to analyse and provide evidence of how content, theme, setting and characterisation have been used within that genre in relation to a specific text or range of texts.</p> <p>Learners can make reference to genres and sub genres and they can also expand on how genres have changed over time or even how genres can be subverted.</p> <p>Genres could include: Game genres Film genres TV genres Radio genres Print genres.</p> <p style="text-align: center;">Accept any other appropriate answer.</p>	
Level	Descriptor	
1 1–4 marks	<p>Some appropriate media terminology is used.</p> <p>Mostly appropriate examples are described.</p> <p>The descriptions of the genre(s) lack detail and there is little, or no, analysis of the possible meaning(s) being constructed.</p> <p>Only one or two of the four generic codes will be referred to.</p>	
2 5–7 marks	<p>Appropriate media terminology is used throughout.</p> <p>A range of relevant examples are analysed.</p>	

	<p>Each example describes the genre(s) within the text accurately and offers some analysis of the possible meaning(s) being constructed.</p> <p>Only two or three of the four generic codes will be referred to.</p>
<p>3 8–10 marks</p>	<p>The use of media terminology is fluent, confident and accurate throughout.</p> <p>A wide range of relevant examples are carefully selected to meet the requirements of the question.</p> <p>Each example describes the genre(s) within the text accurately and offers a detailed and sophisticated analysis of the possible meaning(s) being constructed.</p> <p>All four generic codes will be referred to.</p>

Question 11	<p>The same media text can be read in many different ways.</p> <p>Analyse the reasons why a media text may be read in different ways by the audience.</p> <p>Use one of the clips/images provided or one media text that you have studied.</p>	10 marks
<p>Indicative content</p> <p>We can all read media texts in different ways as we are all different people who bring to that reading a number of different experiences/traits.</p> <p>Types of reading – preferred, negotiated, oppositional and aberrant Types of audience – age, gender, race, class Context – when and where a media text is consumed Individual life experience Cultural capital Polysemic meanings</p> <p style="text-align: center;">Accept any other appropriate answer</p>		
Level	Descriptor	
1 1–4 marks	<p>Some appropriate media terminology is used.</p> <p>Mostly appropriate examples are described.</p> <p>The descriptions of possible readings lack detail and there is little, or no, analysis of the possible meaning(s) being constructed.</p>	
2 5–7 marks	<p>Appropriate media terminology is used throughout.</p> <p>A range of relevant examples are analysed.</p> <p>Each example describes possible readings operating within the text accurately and offers some analysis of the possible meaning(s) being constructed.</p>	
3 8–10 marks	<p>The use of media terminology is fluent, confident and accurate throughout.</p> <p>A wide range of relevant examples are carefully selected to meet the requirements of the question.</p> <p>Each example describes possible readings operating within the text accurately and offers a detailed and sophisticated analysis of the possible meaning(s) being constructed.</p>	

<p>Question 12</p>	<p>The film Black Panther was praised for containing positive representations of black culture.</p> <p>Evaluate how the media represents different races and cultures.</p> <p>Use any of the clips provided and/or any other media texts that you have studied.</p>	<p>20 marks</p>
<p>Indicative content</p> <p>Media can represent different cultures in negative and positive ways. Learners may refer to any race or culture. Learners can discuss both positive and negative representations:</p> <p>Negative references could include:</p> <ul style="list-style-type: none"> • Violence and gang culture • Lack of education • Poor living conditions • Prejudice • Use of language • Poor communication skills • Infringement of human rights • Lack of morals or moral codes. <p>Positive references could include:</p> <ul style="list-style-type: none"> • Clearly defended and upheld religion and religious beliefs • Stable and well-educated individuals • Strong sense of community and strong community leaders • Equality and diversity. <p>Learners should make reference to appropriate media texts within their response. This can include reference to traditional and digital media. Responses that make reference to social media should be rewarded appropriately.</p> <p>Use of and reference to appropriate media theories and theorists should be made within responses.</p> <p style="text-align: center;">Accept any other appropriate answer.</p>		
<p>Level</p>	<p>Descriptor</p>	
<p>1 0–5 marks</p>	<p>Some appropriate media terminology is used.</p> <p>Mostly appropriate ideas are mentioned but there is no supporting evidence and no connection between the representations identified and their effects and consequences.</p>	

<p>2 6–10 marks</p>	<p>Appropriate media terminology is used throughout.</p> <p>Appropriate reference to relevant theories.</p> <p>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.</p> <p>The question is directly addressed and superficial evaluative comments are made regarding competing debates, ideas and theories.</p>
<p>3 11–15 marks</p>	<p>Fluent, confident and accurate use of media terminology throughout.</p> <p>Accurate knowledge and understanding of relevant theories and theorists.</p> <p>Developed reasoning throughout, supported by relevant textual reference and analysis of the effects and consequences of the representations identified within the text.</p> <p>Arguments are well developed and sound judgements are made regarding competing debates, ideas and theories.</p>
<p>4 16–20 marks</p>	<p>Fluent, confident and accurate use of media terminology throughout.</p> <p>Accurate and thorough knowledge and understanding of relevant theories.</p> <p>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.</p> <p>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.</p>

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