

Mark Scheme

January 2020

BTEC Level 3 National in Creative
Digital Media Production

Unit 1: Media Representations
(31668H)



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Question 1	Explain one way in which props have been used in Clip 1 to appeal to the audience.	2 marks
	<p>1 mark for the identification and 1 mark for explaining how this attracted an audience.</p> <ul style="list-style-type: none"> • Giant jelly bear appearing out of the top of the building (1) suggests the game is larger than life (1) • Brightly coloured sweets similar to those pieces found within the game (1) attracts an audience which is familiar with the game (1) • Use of soda cans in a dispenser (1) makes reference to the name of the game (1) • Exploding water hydrant (1) which looks like a soda can erupting (1) <p style="text-align: center;">Accept any other appropriate answer</p>	

Question 2	Explain two ways that camerawork has been used in Clip 1 to create meaning for the audience.	4 marks
	<p>1 mark for identifying an example of camera work and 1 mark for explaining the purpose for each example given (maximum of 4 marks).</p> <ul style="list-style-type: none"> • Close-up of main character (1) to reflect a sense of surprise (1) • Mid shots of vending machine (1) to show Candy Crush selection (1) • Mid shot of news reporter (1) to reveal the mayhem taking place behind him (1) • Camera follows actions upwards (1) to show the giant jelly bear exploding out of the building (1) • Use of reaction shots (1) to show the audience characters' expression (1) <p style="text-align: center;">Accept any other appropriate answer</p>	

Question 3	Explain how two examples of visual effects have been used in Clip 2 to create meaning for the audience.	4 marks
	<p>1 mark for identifying a digital effect and 1 mark for how it generates meaning (maximum of 4 marks)</p> <ul style="list-style-type: none"> • The use of slow motion (1) to allow players to absorb the action (1) • The use of streaks of light from the character's wings (1) signifies the character moving at speed (1) • Particles of burning metals flying through the air (1) indicate the level of destruction (1) • Use of vibration of the image when Spiderman is hit (1) to signify the force of the impact (1) • Use of lighting forks (1) signifies electricity/electrocution (1) • Spiderman falling into the dark void (1) signifying Spiderman's descent (1) <p style="text-align: center;">Accept any other appropriate answer</p>	

Question 4	<p>Digital games provide the player with different perspectives.</p> <p>Explain one way that the player's perspective has been used in Clip 2 to engage the audience.</p>	2 marks
	<p>1 mark for the identification and 1 mark for explaining how this attracted an audience for each example (maximum 4 marks).</p> <ul style="list-style-type: none"> • Worm's-eye view of tower block (1) to show how high the character is, which emphasises they are falling from the roof (1) • First-person perspective as the man punches out at Spiderman (1) puts the player in the position of the protagonist (1) • Bird's-eye view of Spiderman falling (1) gives a feeling of velocity (1) • Use of third-person perspective (1) to allow players to engage with their character (1) • Wide shots of locations (1) to allow players to visualise where the action is taking place (1) • Reference to a specific camera angle (1) and the perspective generated by that camera angle (1) • Specific direct eye contact from the villain (1) puts the audience in Spiderman's perspective (1) <p style="text-align: center;">Accept any other appropriate answer</p>	

Question 5	Explain two ways setting has been used in Clip 3 to create meaning for the audience.	4 marks
	<p>1 mark for identifying an example of a setting (maximum of 2 marks) and 1 mark for explaining its purpose (maximum of 2 marks).</p> <ul style="list-style-type: none"> • Action is set in a cave (1) to add depth and mystery (1) • The walls are covered in moss and lichen (1) to make it seem damp and old (1) • Vines climbing up the pillars (1) give a sense of an exotic/tropical location (1) • The walls are covered in drawings and etchings (1) making the environment seem old and daunting (1) • Pillars within the cave (1) give the sense that it is an old/ancient tomb (1) <p style="text-align: center;">Accept any other appropriate answer</p>	

Question 6	Explain one way lighting has been used in Clip 3 to create meaning for the audience.	2 marks
	<p>1 mark for identifying an example of lighting and 1 mark for explaining its purpose (maximum of 2 marks).</p> <ul style="list-style-type: none"> • Use of shadowing (1) to conceal characters' facial expressions • High key lighting (1) to place focus on the stone carvings within the cavern • Low key lighting (1) to make the surroundings seem sinister (1) • Light appearing when the door is broken open (1) conveys a sense of what lies beyond (1) <p style="text-align: center;">Accept any other appropriate answer</p>	

Question 7	Analyse how sound has been used in Clip 3 to create meaning for the audience.	10 marks
	<p>Indicative content</p> <p>Sound has been used to provide a sense of mystery and help set the scenes and to reinforce character representations.</p> <p>Examples of sound include:</p> <ul style="list-style-type: none"> • Rocks breaking and crashing • Horns used in the background like warning signals • Footsteps of the characters • Singing, like ancient chants, gives sense of timing of the production • The staff banging on the ground and echoing in the chamber • The dripping water representing a heartbeat • Chains on the floor • Background music (builds throughout) <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 sound 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 most of the response.</p> <p>Relevant examples are explained.</p> <p>Each example describes the sound 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 confident and accurate throughout.</p> <p>Relevant examples are analysed to meet the requirements of the question.</p> <p>Each example describes the sound operating within the text accurately and offers a detailed and sophisticated analysis of the possible meaning(s) being constructed.</p>	

Question 8	Analyse how the characters have been represented within Clip 4.	10 marks
<p>Indicative content for main characters</p> <ul style="list-style-type: none"> • The young girl: <ul style="list-style-type: none"> ○ Has a smaller petite frame indicating she is a child ○ Seems to be in need of comfort and guidance ○ Is shown as reliant on the male figure ○ Is dressed in simple, old-fashioned clothes indicating she doesn't have a great deal ○ At the end is shown as scared and missing her father but also brave and ready to explore the universe. ○ Still shown as being guided by and listening to her father's guidance/wisdom • The male lead: <ul style="list-style-type: none"> ○ Clothing is in the Roman/Greek style that indicates the story is set in the past ○ He is represented as a leader, through his actions and by placing him high up, showing his authority and power over others ○ He has a vision and is mapping a course, showing he has a mission ○ He is being asked for advice and guidance by a young girl representing him as a father figure and an authority ○ Is shown as changing and developing over time but getting stronger and more powerful ○ Is shown as innovative and inventive as an explorer who is conquering the world ○ A typical masculine representation as a warrior and a fighter ○ Shown as sentimental and caring through the image of his daughter on his flight deck <p style="text-align: center;">Accept examples of any other character</p>		
Level	Descriptor	
1 1-4 marks	<p>Some appropriate media terminology is used.</p> <p>Mostly appropriate examples are described.</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>	
2 5-7 marks	<p>Appropriate media terminology is mostly used throughout.</p> <p>Relevant examples are explained.</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.
3 8-10 marks	<p>The use of media terminology is confident and accurate throughout.</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>Highly relevant examples are analysed to meet the requirements of the question.</p>

Question 9	Explain what is meant by the term intertextuality, using one example from any media text that you have studied.	2 marks
	<p>1 mark for the definition</p> <ul style="list-style-type: none"> • the relationship between texts • referencing one media text within another <p>1 mark for an example from a relevant media text</p> <p style="text-align: center;">Accept any other appropriate explanation</p>	

Question 10	Discuss 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
<p>Indicative content</p> <p>Learners must identify one or more specific stereotype with which to exemplify their discussion.</p> <p>Learners may make reference to relevant concepts and theories.</p> <p>Reasons for using stereotypes could include:</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ Appearance ○ Attitude ○ Behaviour ○ Social constructs • Allows the narrative to move more quickly as the audience will be familiar with character type • Can be used to generate humour. <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, discussion of the possible meaning(s) being constructed.	
2 5-7 marks	Appropriate media terminology is mostly used throughout. Relevant examples are explained. Each example describes stereotypes operating within the text accurately and offers some discussion of the possible meaning(s) being constructed.	

3 8-10 mark	<p>The use of media terminology is confident and accurate throughout.</p> <p>Highly relevant examples are discussed to meet the requirements of the question.</p> <p>Each example describes stereotypes operating within the text accurately and offers a detailed and sophisticated discussion of the possible meaning(s) being constructed.</p>
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Question 11	<p>Discuss how the uses and gratifications theory relates to individual choices in media consumption.</p> <p>Use any of the clips provided and/or media texts that you have studied as examples.</p>	10 marks
	<p>Indicative content</p> <p>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:</p> <ul style="list-style-type: none"> • Identification: <ul style="list-style-type: none"> ○ Recognition of persons or products ○ Identification with role models ○ Persons with similar traits to your own ○ Aspirational ○ Personalisation • Education: <ul style="list-style-type: none"> ○ Acquiring new information/knowledge ○ Gain a better understanding of people/situations • Entertainment: <ul style="list-style-type: none"> ○ Gaining enjoyment ○ Escapism, forgetting your worries, escaping the real world for a while • Social interaction: <ul style="list-style-type: none"> ○ Sparking debate and discussion ○ Allowing for interactivity, e.g. voting and becoming part of the programme ○ Empowerment, ability to affect change <p>The audience use the media text rather than being used by the media texts.</p> <p style="text-align: center;">Accept any other appropriate answer</p>	

Level	Descriptor
<p>1</p> <p>1-4 marks</p>	<p>Some appropriate media terminology is used.</p> <p>Mostly appropriate examples are described.</p> <p>The discussion of the theory lacks detail and there is little, or no, relationship to the possible means by which audience consumption is defined.</p>
<p>2</p> <p>5-7 marks</p>	<p>Appropriate media terminology is mostly used throughout.</p> <p>Relevant examples are explained.</p> <p>Accurate discussion of the theory in relation to a chosen text(s) and offers some relationship to the possible means by which audience consumption is defined.</p>
<p>3</p> <p>8-10 marks</p>	<p>The use of media terminology is confident and accurate throughout.</p> <p>Highly relevant examples are discussed to meet the requirements of the question.</p> <p>Each example describes theories operating within the text(s) accurately and offers a detailed and sophisticated discussion of the possible means by which audience consumption is defined.</p>

Question 12	<p>There are many different genres and sub-genres within the media products produced by media industries.</p> <p>Evaluate genre codes and conventions and how they have developed over time.</p>	20 marks
<p>Indicative content</p> <p>Learners will identify the codes and conventions of their chosen genre, and how they add to the audience expectation of that genre.</p> <p>Learners should evaluate the changes to their chosen genre with consideration of some of the following factors:</p> <ul style="list-style-type: none"> • Changes in target audience • Changes in audience expectations • Changes in society • Different ideologies • Changes in values • Changes in 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 <p style="text-align: center;">Accept any other appropriate answer</p>		
Level	Descriptor	
1 0-5 marks	<p>Some appropriate media terminology is used.</p> <p>The descriptions of the genre, codes and conventions lack detail and there is little, or no, analysis of the possible meaning(s) being constructed.</p>	
2 6-10 marks	<p>Appropriate media terminology is mostly used throughout.</p> <p>Appropriate reference to relevant theories.</p> <p>The question is directly addressed and superficial evaluative comments are made regarding competing debates, ideas and theories.</p>	

<p>3</p> <p>11-15 marks</p>	<p>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</p> <p>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>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.</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>