



Examiners' Report Lead Examiner Feedback

January 2021

Pearson BTEC Nationals
In Creative Digital Media Production (31668H)
Unit 1: Media Representations.

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Introduction

The focus of this paper was on a range of images from the Print sector, in the form of different adverts, front covers and propaganda leaflets. 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. 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 or image which has been provided, alternatively learners can use materials that they would have previously studied either with their tutors or independently. Learners are 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 that 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 have been continued disruptions to learners' education this academic year due to the Covid-19 pandemic, and many learners have also lost a substantial amount of face-to-face time with their teachers in the previous academic year. This unit is highly theoretical and therefore has lent itself well to remote learning, it is encouraging to see that learners have continued to engage with textual analysis as evidenced in many of the responses received to questions around characterisation and representation.

Whilst the stimulus materials for this paper was print based, which is often a less popularly studied pathway as compared to moving image and games, the fact that there were no clips to watch may have lent itself to allow learners more time to respond to questions as opposed to engaging with stimulus materials. In the larger weighted questions learners have drawn upon a wealth of materials studied within the class as well as their own wider choices and preferences as part of their exemplification which is encouraging to see.

It is of continued importance to stress the following points which should be considered when preparing learners for this examination:

- 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, given the limited time available for this exam. Learners should be encouraged to focus their 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), learners that perform well within this paper will make use of a wider range of media texts with which they are familiar. It is important for learners to have studied a range of media texts from different genres to support them with their responses.

- Learners must ensure that their textual references are specific, there must be a specific text that is being referred to, not 'music videos' or 'magazines', this seems to be happening less and less but can still be the case for some learners. Learners must also 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 features that celebrity or that appears on that particular site.
- Learners should be encouraged to reference texts from the advertising sector; however, they must be specific and reference an actual text, its content and construction as opposed to an entire campaign, which is not a text but a range of texts. For example, it is not sufficient to say 'music videos 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.

1. Explain one way that colour has been used in Image 1 to create impact.

Colour has been used in the first image to create a bright and positive image of the resort that is being advertised. These colours are natural colours,

creating a natural and positive view, by showing that the image is realistic i what it shows, even if it's an illustration.

1 mark

The learner has received 1 mark for the explanation, the learner has not mentioned any specific colour. The learner does mention bright bold colours which is mentioned in the mark scheme, but these relate specifically to an object in the picture which the learner has not done.

The colour yellow has been used immensely in the image to impact the audience by connoting that the beach is bright. The yellow sand mirrored by the yellow houses and other bright colours throughout the image help show how beautiful the beach is.

2 marks

The learner has identified the colour yellow and how it is reflective of the beach. The learner has correctly identified how this is mirrored in the houses and how this has connotations of brightness.

2. Explain one way that characters are represented in Image 1 to create meaning for the audience.

This image has used a typical white family to create the image of an ideal holiday resort. During this time that this may have been created, minorities such as Indian and Black people weren't really accepted into society. Therefore, the meaning of this could be that there will only be white people here therefore you will always be a part of the 'superior' group compared to the minorities who wouldn't be accepted in here.

1 mark

The learner has been awarded a mark for identifying a typical white family which is a representation within the image, however, there is no explanation of a meaning for the audience within the context of the purpose of the advertisement.

The children in this image are represented in a happy and positive way. The children are smiling and appear to be having fun which shows the audience that the children love the beach and it is a great place for children to enjoy themselves.

2 marks

The learner has identified the smiling happy children pictures at the front of the image and how this provides connotations of the beach as a fun place to be.

3. Explain two ways that typography has been used in Image 2 to create meaning for the audience.

The second way typography creates meaning is with the second pieces of text, positioned below the illustration. The colours of this text is purple and black - with the black resembling fog over some of the letters. These colours come together to create an eerie feeling, reminding the audience of his films, and giving off the impression that the man is mad.

2 marks

The learner has received 2 marks for the second point with the identification of the colour purple and how these connotations create meaning for the audience.

The bold, San serif typography is very large above the mans head. This is to capture the attention of the audience, as the larger the typography then the more likely to grasp our attention.

The masthead and cover lines are black and purple. These colours have connotations with Halloween and horror, which parallels the use of spiders and webbed artwork throughout the typography.

3 marks

1 mark has been awarded for first response as it identifies the type face but lacks a suitable explanation. 2 marks have been awarded for identification of purples and blacks and how the purple has connotations of horror.

4. Explain two ways that page composition has been used in Image 2 to create meaning for the audience.

The positioning of the head in the centre of the page suggests authority and dominance, and also connotes importance, as the eyes of the man are in the centre of the page. Direct address is used as the man has a serious look on his face and is addressing the audience directly

2 marks

The learner has been awarded 2 marks for the first response relating to the positioning of the head in centre of page meaning dominance.

There is a strong visual hierarchy on the magazine page, instantly drawing the viewer's eyes to the

biggest element on the page, in this case the image. It creates an asymmetrical balance between the elements, allowing the audience to understand how wacky images will be a focus in the magazine or create an expectation of Tim Burton.

White space is an important part of this page composition, it guides the audience's eyes around the page. In this case the white space is actually white which acts as a contrast to the other elements on the page, allowing them to stand out in their own right and therefore reinforce the silly feel of the magazine.

4 marks

The learner has provided two good responses which have been well thought out with appropriate explanations provided.

5. Explain one way that words have been used in Image 3 to anchor the meaning for the audience.

Anchorage is the producer's way of guiding the audience's eyes to certain elements on the page. The rhyming of the words anchor the viewer to the next sentence and so on, therefore they are subconsciously picking up the message of the image and understand that it is showing them the development of a suffragette.

1 mark

The learner has been awarded one mark for identifying the words 'the development of a suffragette' although there is no explanation as to how this is achieved.

The words have been used to highlight how the life of a suffragette would start so well then turn very negative. The juxtaposition in the two phrases "At 20 a little Coquette" - "At 40 not married yet!" suggests that life for a woman without marriage would be very bad at those times. As the woman is 'not married yet', the words in the image give the audience the idea that she is very sad and lonely.

2 marks

The learner has identified a number of phrases within the text and provided a good explanation of how these have been used to create meaning.

6. Explain two ways that characters are developed through the drawings in Image 3 to create meaning for the audience.

From the characters expression and body language, the audience can how the character is developed. We first see her at ease which reinforces how she was content with how she was when she was young, but as the years go on, the viewers attention is drawn to her face and now understands that she is not happy anymore, maybe being old enough to understand the ideologies in society.

2 marks

The marks have been awarded for the second response that she is no longer happy as she gets older and understands the ideologies of society.

One way that the character is developed is by how the artist may believe that woman become beautiful at the age of 20 and then uglier by the age of 40. This makes the audience want to believe that they should not become suffragettes.

The image of the 50-year-old Suffragette creates an image that shows the audience that all suffragettes are evil. This is shown through the use of the axe in the woman's hand and her hand and face positioned as if she is about to attack someone.

4 marks

The learner receives full marks for both responses which relate to the images and how the producers see suffragettes become uglier over time. The use of the link to the axe and the woman about to attack someone is appropriate as it links to how suffragettes were seen to attack societies norms at the time.

7. Analyse the ways that image manipulation has been used to create specific representations in Image 4.

First of all in this image there are more male characters than female characters, this could represent that males are more important than females, or that males are better than females. Another point is that in this image all the male characters are much bigger than the 2 female characters, showing the importance of the male characters. By making all the male characters bigger than the female characters it represents the idea that female characters arent as good as male ones and dont deserve to be on the same level as them. Another way image manipulation has been used is by what the characters are wearing, in this image the majority of the male

characters are fully clothed and are in thick body armour, meaning you cant see the outline of their bodies, but the female characters are in tight fitted outfits meaning you can see their body outline underneath, which represents that the female characters are only used to attract people by the eye, not to come across as superheroes but to come across as someone who wants people to see their body. In this image it looks like they have separated the bad people from the good, on the right hand side of the image are the bad people and on the left hand side of the image are the good people, this technique is called rule of thirds, which is the separation of an image to determine whether the characters are bad or good. The main character shown at the bottom of the image is nearly a full body shot of him, where as the rest of the other characters are just head shots. This shows that he must be the main character, not only is he shown more but he is also the only character to have half his bod showing. By combining the name of the comic and the character shown, we can assume that he is aqua man because he has his top off and he is at the centre of shot and he is shown more than any other character.

3 marks

There are some references to image manipulation such as sizing and character placement but for the most part the response looks at representations, costumes and other aspects of mise en scene.

Image manipulation has been used in multiple different ways to create meaning. One of the most noticeable ways is the lighting behind the "good" characters. There is strong backlight, but there is also a glow affect around them. This creates the impression that these characters are automatically the good guys, and that the characters without this lighting are the bad guys.

Image manipulation has also been used in the background, showing at least three different locations that are likely key moments from the hero's story. The most prominent ones being the hero's two homes - his kingdom under the water and his home on land. This creates a sense of conflict - especially with the two beings that create the difference between them.

Yet another two ways image manipulation has been used is the addition of the lightning and blue glow. These two go hand in hand as where one appears so does the other. This creates an other worldly and chaotic feel to the poster.

Image manipulation has been used to create an underwater affect around the characters, which is all the air bubbles across the poster and around the character. This, combined with the lightning and blue glow only reinforces the other worldly feel that has been created.

Editing has been done around the eyes of two characters - the one on the bottom left and top right. On the bottom left it has been done to enhance the glowing affect of the character and make them feel more dangerous, as danger is a connotation of red. On the top right it creates an alien and other worldly feel to the character as black smoke flows from their red eyes.

10 marks

The learner has made a number of good points relating to image manipulation and the learner has explained these in suitable detail.

8. Analyse how specific characters have been represented in Image 4.

The image of the main character Aquaman has been set at the bottom central of the picture, he has been shown as a movement of fighting in the image. He is waving his fist with an angry face. The masculinity of him has been shown, he didn't have his top shirt which shows his muscle and his tattoo. And also with his long hair and beard shows that he is a man with power and a fighter. The bubble on the side of his mouth means that the fight he is having is under water, which also shows that the main story of the movie will happen under water.

3 marks

The learner has provided a very limited response which focusses on Aquaman and representations of masculinity.

Within Image 4, each of the individual characters are represented differently. The main character of the film is Aquaman, who is in front of all of the others. This not only shows that he is the main character, but is also a protector of others. He is a typical masculine character, and this is seen through his muscular large build. We often associate this with protection and care, as he will 'save the day' and look after the other characters. He is also holding a strong upright pose, looking like he is about to punch someone. This also suggests that he is a fighter and is willing to fight the villains in order to save the day. He is the main protagonist of the film, and saves various characters throughout the film who are presented as 'damsels in distress'. The

masculinity that he reinforces, can also be seen through the fact that he is not wearing a shirt, which allows his muscular tone to be on show at all times. The audience will strive to be like this, however do not possess the abilities that he has, settling himself apart from others as a hero. The antagonists within the film are at the top of the poster, this may have been done in order to suggest that they overlook the others. They both have darkness hanging just above their heads as well as lighting striking onto them to show how they are evil, and not fazed. Both of the antagonists also have red coloured eyes. The colour red has connotations of evilness, danger and blood, all 3 of these being stereotypical representations of villains. Their faces are also hidden which could reinforce themes of mystery, as we cannot fully see who they are. The villains are also frowning, perhaps unhappy with the rebellion that is going on from the protagonist. Right in the middle of the poster we can see a woman who is dressed fully in white. The colour of white has representations of purity, innocence and vulnerability. This helps to suggest to the audience that she must be protected and saved from evil by the hero. This is also reinforced through the fact that she is a woman, who are often far more vulnerable to attack than men. She is also portrayed as beautiful, reinforcing the idea that the film is written from a male's perspective. The difference between good and evil can be easily seen within the poster through the contrasting colours of red and blue. Red signifying evilness, whilst blue signifying signs of goodwill and togetherness. All of these characters have been represented in specific ways in order to give more knowledge to the audience.

9 marks

The learner has provided a well-reasoned and explained response, they use good examples from the text, and these have been well chosen.

9. Explain the term 'passive viewing', using one example from any media text that you have studied.

The hyperdermic model / needle was an explanation of passive viewing by Morgan. He explained how the media is injected into the viewer like an needle, in which we passively accept and take on board whatever we have been told or have seen. More simply, the idea is that audience's accept what they are told and do not try and reason or filter out wh

*at they what
to believe.*

1 mark

The learner has provided a good explanation of passive viewing however, no example has been provided.

Passive viewing is when an audience is watching or looking at a piece of media and blindly accepts everything within the media. This can be seen in the 'Score' poster where the males at the top and males would have accepted this as in 1967 it was still mostly a society made for men by men (patriarchy).

2 marks

The learner has been awarded full marks for a correct identification of the theory and exemplification.

10. Media texts can be read in different ways by different audiences.

Analyse how media texts can be interpreted differently by audiences using the images provided and/or any media texts that you have studied.

When producers create any type of media product, they encode it with a particular meaning they what to get across to the audience, however the audience do not always interpret the piece the way it was intended. Hall proposed the idea that there are three ways viewers decode and interpret; dominant, negotiated and oppositional. Aberant is also a type of interpretation, however was offered later and not by Hall. The dominant reading the the way the encode has produced the media, the viewing is interpreting it correctly or how it was intended. Negotiated is how audiences will understand and follow through with some of the meaning conveyed to them, however will filter out and take away what they want to. Oppositional is the idea that viewers understand the message or meaning being conveyed, however decide to completely reject it and take away something different / their own meaning. Aberant is the final, and is the thought that some viewers completely misunderstand what is people encoded for the m, and in this case they will come up with a completely wrong idea, one that is often far away from the intended meaning. With the example of image 4, a dominant reading would be that the viewer understands that this is a superhero type film. A negotiated reading would be that they accept that it is a superhero type

film, however want to take away that it is also about friendship. An oppositional reading is that the film is about superheros however they want to take away how it is about the the control of weather. While an aberant reading would be that it is a underwater nature documentary.

4 marks

The learner response concentrated heavily on media theories which, for the most part, are well explained, however, there is a poor choice of examples which have not been fully developed.

There are many different ways in order to read texts. Usually , there is a dominant reading. This is when an audience agrees with the text and its values. For example, with figure 4, a n audience will fully understand that Aquaman is a protagonist who needs to fight evil in order to protect others, and that he is the 'good guy' within the film. Another way that audiences read and react to texts is through a negotiated reading. This is when the audience understands the message of the text, but may not fully agree with its values. For example in the game GTA V, audiences can do as they please, such as killing, gambling, taking drugs, fighting police etc. The audience may not agree with these values in a real life context, however understand that it is a game, that they are meant to enjoy and have fun playing. Another way of reading a text, is an oppositional reading. This can be the case in figure 3, about the suffragettes. This is when an audience, reject the text and do not agree with it at all. This could be the case for many women, who believe that they should have the right to vote and they may find the text offensive, and not correct. The final way of reading a text is through an aberrant reading. This is through making a parody of the text for personal enjoyment or satisfaction. This could be applicable to image 1, and someone may choose to make their own version of the Cricceth poster, showcasing their own views and values.

8 marks

The learner has looked at a range of different texts and has applied them to appropriate theories, each theory and exemplification is valid and provides a good application of an appropriate theory.

11. Discuss how masculinity is represented in media texts. Use any of the images provided and/or media texts that you have studied as examples.

Masculinity, in many different forms of media is represented as being strong - and usually that is the only aspect of it that is shown.

On the Aquaman poster, the hero is a muscled man with a clenched fist and jaw, wearing no armor and only his jeans. Meanwhile the villain is shown to be wearing armor. This reinforces the idea that the best masculine trait is the strength in a man's muscles.

Another good example of this is Men's Health magazine. Many - if not all - images in that magazine are of topless muscled men. Even the older models are topless and showing off their muscles. Once again, this reinforces the idea into both men and women that a man's muscles are the only thing that matters about them.

There are very few examples in media where a man isn't defined by strength. Usually if there is, the character is mocked by others throughout.

Almost every male super hero has some form of muscle - even those that start out as weak and scrawny. This makes many feel that the only way to be strong, powerful and worth something to someone is to have muscles.

4 marks

The learner has provided two examples and appropriate explanations for each. Overall, the learner has mainly focussed on muscles as a means of representing manliness.

Over time, the representation of masculinity in the media has changed, typically men are shown to be extremely muscular and this was a sign of musicality and made you more masculine. this is evident in the show Wynonna Earp with the character of Bobo del rey. he is presented to be this extremely strong and powerful man, partly due to how big and muscular he is. when encountering problems, his way to deal with this is through sowing his power usually by fighting whoever is causing the problem. this tends to be a very stereotypical view of masculinity, that to be considered masculine, you need to be strong, powerful and dominating. men are often presented that way and presented in a way that shows them to be over dominating of women, that women should be below them in terms of power. in these same media texts, men who are smaller, less muscular and 'weaker' are seen as being less masculine, and are sometimes described as women, which is seen as an insult as they often have fragile masculinity. because of this representation of masculinity in the media, this is what became expected of men.

However, in recent media masculinity is presented in different ways. there is now more media that shows men to be taking care of how they look and dress, how they style themselves etc, and this is still shown to be masculine. For example, GQ. this magazine is a means magazine that often shows new forms of masculinity. the cover stars tend to be well dressed men, who are not always extremely muscular but they are still seen as being masculine. this is often described as a metrosexual man. these men are modern in the fact that they divert from these stereotypes of what makes a person masculine. GQ presents

men as being more interested in style and fashion and how they look as well as their body type and muscle. because of this, men have become more interested in different skin care and accessories, and now this does not take away from their masculinity, it is seen to further it and make them seem masculine. masculinity is now less fragile in the way that they can present themselves without this masculinity being taken away.

10 marks

The learner has provided a sophisticated response with a range of points made about power over women. The learner has also explained how the representations of masculinity have changed over time as society has changed.

12. The media is often said to offer us 'a window on the world'. Evaluate how media texts represent reality, using examples from media texts that you have studied.

The modern media and modern technologies allow people to have a different insight into our world, as many are able to view things and surpass opinions on things as we please. Documentaries such as David Attenborough documentaries about our planet offer the audience surveillance, in which they can inform and educate themselves about the world and wildlife around them, that they may not of been able to see before. This could be seen as an opportunity for the audience to have 'a window on the world' The Uses and Gratifications theory suggests that audiences seek the media for many different reasons. The audience can seek the media, for Divergence and personal satisfaction, in which can be offered by programmes such as Stranger Things. Stranger Things is a Netflix series made by the Duffer brothers, about a group of conventional geeky teenagers that are living in the 80s. In stranger things, there are many codes and conventions in which are intentionally placed by the producers in order to get different responses from the audience. Stranger Things can offer audiences a window on the world, as it enables nostalgia to older people, as well as offering younger people the opportunity to look into the past. Stranger Things represents reality, in which showing the conventional group of teenagers in the 80s and what they would do. An example of this could be the beginning scene, in which they take part in activities such as games of dungeons and dragons and riding freely around on their bikes. This representation of reality could indicate of how the older generation grew up with laid back rules and freedom, as well as making time for each other, which could contrast with how the children of today grow up, by playing video games constantly and potentially missing out on the opportunity to gain certain social skills. Another scene from stranger things that represents reality and how expectations of reality may of changed within the media, could be the 'Dressing Eleven' scene. In this scene, many character partake in an attempt to give the character of a young girl named 'eleven' a makeover. The makeover scenes consisted of the characters using

dominant ideologies of what a girl should look like, and dressed her up in makeup, a blonde wig and a dress. This hegemonic values suggests that this is what the teenage characters thought a girl should look like, suggesting that in order to appeal to the male gaze (Mulvey), Elov should dress up in feminine like cloths from this era. Despite this scene having other intertextual references to scenes in other 80s films such as ET and The Breakfast Club , this scene contrasts with films that are staged in the present, as times have changed and in this day and age it may be looked down upon or considered out of order to presume a persons gender only by what they look like or what they wear.

Another media text that could represent reality in a different way is 'We Need To Talk About Kevin' in which the audience is drawn in on a wild multi stranded narrative that is thrilling and set to confuse the audience. The reality of this film can be evaluated, it activity involves the audience, as the audience can evaluate how the characters could have done certain things differently to change the outcome.

10 marks

There are some good points and examples provided but there are no real direct relationships to the question as a whole and little reference back to focus of the question which is the media providing us a 'a window on the world'.

Gerbner states that due to his Cultivation theory, 'television has just as much of an impact as religion,' the cultivation theory is the ideology that media may manipulate it's audience into perceiving and socializing themselves a certain way.

In 'Do the Right Thing,' representations of the binary opposites of black and white counter-attack this theory, as a real reflective approach of the hardships and racial prejudice in New York is presented. Mookie, a boy working in a pizza store, progresses through violence and tension in the narrative to discover what the 'right thing to do' is.

During the film, Spike Lee applies a montage of different races amongst the characters expressing their frustrations towards this prejudice - the rapid cutting of shots as we jump from person to person instils this same tension into the viewer and lends them a hand to understand the hardships faced - something traditional films would avoid. Lee has not in fact created this film for audience enjoyment, but instead as a way to document his experiences with racism, and the passion that comes with it - this being revolutionary in comparison to mainstream media, to which is controlled by powerful white men, and so subverts this hegemony.

Spike Lee truly offers us a 'window' to experience the realities of New York, by subverting ideas of cultivation and hegemony completely; here we are neither being forced to socialise ourselves or consume passively - Lee is asking us to take the active role in understanding the narrative's true intentions. The set itself was created using translit backgrounds due to lack of money, however this reinforces the corrupt

nature of New York's backstreets and the lack of possession and money apparent - reflecting a true feel of the city at the time.

The colour scheme changes from warm oranges and yellows to vivid reds, with characters wearing bright greens and yellows - a signifier to their pride in the Jamaican flag (Senior Love Daddy). The progressive 'heat' of these oranges and reds represents an unsettling and brooding uneasiness, these small codes and conventions inter weaved within the film to replicate a similar atmosphere and reality for us as viewers - which both welcomes us into their culture, and leaves us apprehensive all the same.

A more universal example of the media representing reality would be the news channels watched every day. The news conforms to the reflective approach of portraying real life, as the footage and statements we hear from individuals is simply a re-recording. However, as Stuart Hall would state; these channels are in turn constructed beforehand, the narratives pre-planned with qualities such as having been written by screen-writers or edited. What we see here is in fact a hybrid of both reflective and intentional approaches to portraying reality is dependant on our recognition of this we will either consume passively or create our own.

20 marks

The learner has been awarded full marks, they have provided a sophisticated response that has been appropriately linked to well considered media theories and using appropriate exemplification.

Summary

Based on responses seen in this session, centres and learners are offered the following advice:

- Use appropriate technical language throughout your responses, i.e. use the correct names such as transitions, cuts, fades, shot types and angles etc.
- Tailor your response based on the command word in the question, e.g. explain will require an expansion of a point, discuss requires looking at both possible points/arguments, evaluation will require some form of conclusion.
- Use the number of marks awarded as a guide to the depth and breadth of response required.
- Be clear about the terminology that is used within the specification as these words will be repeated in the exam paper, egg edits, camerawork, use of sound.
- Know the different theories and theorist and relevant issues and debates and be able to apply them to both seen and unseen texts.



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