



# Mark Scheme (Results)

January 2021

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

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## General marking guidance

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

## Specific marking guidance

The mark grids have been designed to assess learners' work holistically.

Rows in the grids identify the assessment focus/outcome being targeted. When using a mark grid, the 'best fit' approach should be used.

- Examiners should first make a holistic judgement on which band most closely matches the learner's response and place it within that band. Learners will be placed in the band that best describes their answer.
- The mark awarded within the band will be decided based on the quality of the answer in response to the assessment focus/outcome and will be modified according to how securely all bullet points are displayed at that band.
- Marks will be awarded towards the top or bottom of that band depending on how they have evidenced each of the descriptor bullet points.

Question 1	Explain <b>one</b> way that colour has been used in <b>Image 1</b> to create impact.	2 marks
	<p>2 marks for each identification and explanation.</p> <ul style="list-style-type: none"> <li>• Large expanses of yellow (1) present an ideal image of a holiday on the beach/summer season (1)</li> <li>• Use of bright primary colours for costumes/outfits (1) suggests bold and outgoing characters (1)</li> <li>• Both parents are wearing white skirt/shorts (1) linking them through coordinated colours showing their closeness (1)</li> <li>• Green hills in the background (1) suggests a large expanse of open space (1)</li> <li>• Bright bold colours used in houses and rooftops (1) makes the town seem picturesque and welcoming (1)</li> <li>• Bronzed/tanned bodies (1) suggests health and vitality (1)</li> <li>• The girl's bathing costume is red (1) and the logo for the tourist board is red (1)</li> </ul> <p style="text-align: center;"><b>Accept any other appropriate explanation</b></p>	

Question 2	Explain <b>one</b> way that characters are represented in <b>Image 1</b> to create meaning for the audience.	2 marks
	<p>1 mark for each identification and 1 mark for an explanation of how it is used.</p> <ul style="list-style-type: none"> <li>• Each character has a relaxed/playful/open pose (1) suggesting they are relaxed and enjoying themselves (1)</li> <li>• The characters smiling/joyful expressions (1) make the audience imagine a blissful day at the beach (1)</li> <li>• The entire family is looking at the child playing with the dog (1) representing that they are all engaged and interacting with each other (1)</li> <li>• Use of layering many characters in the background of the image (1) generating a sense of this is the place to be (1)</li> <li>• The way the characters are engaged with each other (1) signifies an age of innocence (1)</li> </ul> <p style="text-align: center;"><b>Accept any other appropriate explanation</b></p>	

Question 3	Explain <b>two</b> ways that typography has been used in <b>Image 2</b> to create meaning for the audience.	4 marks
	<p>2 marks for any one of the following:</p> <ul style="list-style-type: none"> <li>• The masthead uses a black font on a white background (1) to suggest this is a serious/down-to-earth/straightforward magazine (1)</li> <li>• The masthead uses a bold typeface (1) to suggest this is a confident/mature/assured magazine (1)</li> <li>• The use of lower case (1) signifies breaking of the rules/informality/chatty (1)</li> <li>• Unusual/distinctive serif typeface (1) reflects the quirky brand of the newspaper (1)</li> <li>• The headline/strapline is written in purple (1) which links to the colour of the Cheshire cat a well-known Wonderland character (1)</li> <li>• The headline/strapline uses matching fonts (1) to represent the house style of the magazine (1)</li> <li>• The inconsistent/grungy colours of the headline/strapline (1) reminiscent of Tim Burton's visual style (1)</li> <li>• Drips hanging off of the letter e in guide (1) reminiscent of Tim Burton's style (1)</li> <li>• Plant growing out of letter g in guide (1) shows a wild and fertile imagination (1)</li> </ul> <p><b>Do not accept</b></p> <ul style="list-style-type: none"> <li>• Description of typeface because it makes it noticeable to the reader/stand out (1)</li> </ul>	

Question 4	Explain <b>two</b> ways that page composition has been used in <b>Image 2</b> to create meaning for the audience.	4 marks
	<p>1 mark for identification and 1 mark for explanation, maximum 4 marks.</p> <ul style="list-style-type: none"> <li>• The symmetrical composition of the writing means the design is balanced (1) which makes the audience feel secure/comfortable (1)</li> <li>• Illustration and masthead are combined (1) which suggests that we would be guided into the head of Tim Burton (1)</li> <li>• Different font size has been used (1) to create a visual hierarchy and emphasise the importance of aspects of the strapline (1)</li> <li>• The scattering of different characters and images throughout the front page (1) reflect the scattered and fertile imagination of Tim Burton (1)</li> <li>• The centralised image of Tim Burton (1) indicates that he is the focus of the article (1)</li> <li>• Use of white space (1) to contrast other elements on the page (1)</li> </ul> <p style="text-align: center;"><b>Accept any other appropriate explanation</b></p>	

Question 5	Explain <b>one</b> way that words have been used in Image 3 to anchor the meaning for the reader.	2 marks
	<p>1 mark for each identification.</p> <ul style="list-style-type: none"> <li>• The reference to the girl as 'a little pet' (1) likens her to the doll that she is holding (1)</li> <li>• Use of the term 'little coquette' (1) suggests that women use their sexuality to attract males (1)</li> <li>• The use of the words 'at 40 not married yet' (1) suggests that the woman is past her useful age and no man is likely to want her (1)</li> <li>• The title 'At 50, a suffragette' with the hand like a claw/elongated nose/budging eyes (1) likens suffragettes to witches (1)</li> <li>• The title 'origin of a suffragette' (1) links to the developing images and signifies a male narrative progression of where suffragettes came from (1)</li> <li>• Placing the text 'votes for women' next to an axe (1) signifies that giving women the vote is as dangerous as giving them a deadly weapon (1)</li> <li>• Use of rhyming words to anchor the text within the poem (1) making the suffragette movement seem like a joke (1)</li> </ul> <p style="text-align: center;"><b>Accept any other appropriate answer</b></p>	

Question 6	Explain <b>two</b> ways that characters are developed through the drawings in <b>Image 3</b> to create meaning for the audience	4 marks
	<p>1 mark for each identification and 1 mark for an explanation of how they are used.</p> <ul style="list-style-type: none"> <li>• Use of a red bow in the first two drawings (1) links their stages of growth/both childlike (1)</li> <li>• The little girl holding the doll (1) enforces a stereotype of women as mothers (1)</li> <li>• The confident pose/red dress of the woman at 20 is juxtaposed with the wearing of the ribbon (1) which suggests a combination of sexuality and innocence (1)</li> <li>• The woman at 20 looks like a doll/mannequin (1) presents an idealised/unreal view of a woman (1)</li> <li>• The woman at 40 looks unattractive/is praying (1) suggesting she is past her prime and has no prospects (1)</li> <li>• The red face and bulging eyes of the woman at 50 (1) suggests she has gone mad/has lost her sense of reason/stressed (1)</li> <li>• The characters' costumes/hair/faces reflect the development of women (1) from a male perspective/expectation/socialisation</li> </ul> <p style="text-align: center;">1. <b>Accept any other appropriate convention</b></p>	

Question 7	Analyse the ways that image manipulation has been used to create specific representations in <b>Image 4</b> .	10 marks
<p><b>Indicative content</b></p> <p>Image manipulation can be used to make subtle or profound changes that can impact significantly on the way the reader judges or interprets an image.</p> <ul style="list-style-type: none"> <li>• There is a sub-marine city in the background, which suggests the fantasy nature of the film</li> <li>• The front character has scales added to his skin/suit to make him seem fish like, suggesting he lives in water</li> <li>• The characters are surrounded by sea monsters, suggesting a hostile environment</li> <li>• The character at the top has red glowing eyes to make him look more menacing, suggesting a supernatural threat or something from a different reality</li> <li>• The compression of all the characters into a single image suggests that there will be conflict between them</li> <li>• The use of purple lights within the marine environment suggests a futuristic/sci fi theme to the film</li> <li>• Use of lighting around the good characters, the bad characters are in the dark which shows the divide between them.</li> <li>• Manipulation of different sizes of characters.</li> </ul> <p style="text-align: center;"><b>Accept any other appropriate explanation</b></p>		
Level	Descriptor	
1 1–4 marks	<p>Some use of media terminology. Mostly appropriate examples are provided. References to narrative, technical and/or stylistic codes lack detail and there is little, or no, explanation of the possible meaning(s) being constructed.</p>	
2 5–7 marks	<p>Media terminology is used appropriately. Relevant examples are provided. Comparisons describe the narrative, technical and/or stylistic codes operating within the text accurately and offer some explanation of the possible meaning(s) being constructed.</p>	
3 8–10 marks	<p>The use of media terminology is used accurately throughout. Highly relevant examples are carefully selected to meet the requirements of the question. Comparisons analyse the narrative, technical and/or stylistic codes operating within the text accurately and offer a detailed and sophisticated understanding of the possible meaning(s) being constructed.</p>	

Question 8	Analyse how specific characters have been represented in Image 4.	10 marks
<p><b>Indicative content</b></p> <p>The characters are represented as:</p> <ul style="list-style-type: none"> <li>• The main character is represented as: <ul style="list-style-type: none"> <li>• Masculine due to the size of his muscles.</li> <li>• From another world due to the use of scales on his suit making him seem 'fish like'.</li> <li>• A warrior or fighter as he is holding a large weapon in his hand.</li> <li>• His aggressive stance suggests he is brave and unafraid of danger.</li> <li>• He is positioned as dominant to other characters, who have been placed behind him, which suggests he can overcome foes and overpower them.</li> </ul> </li> <li>• Nicole Kidman as Atlanna is dressed in white and wearing a crown. She is the Queen of Atlantis and her representation suggests purity and integrity, with a regal bearing.</li> <li>• Atlanna is in the middle of the frame indicating her importance.</li> <li>• Amber Heard as Meera has red hair (connotations of wildness and willfulness) and is dressed in dark green (mysterious).</li> <li>• Meera is royalty (a princess) yet adopts a more aggressive pose (the flash of light from her crown and firm outstretched hand) and could be seen as a woman of action, contrasting with the calmness of Atlanna.</li> <li>• Meera's positioning just behind Aquaman could be interpreted in one of two ways; she is a threat to him, or she is his ally and romantic interest.</li> <li>• The character with the large head looks serious and focused.</li> <li>• The characters with red eyes are represented as villains due to connotations of the colour.</li> </ul> <p style="text-align: center;"><b>Accept any other appropriate answer</b></p>		
<b>Level</b>	<b>Descriptor</b>	
1 1–4 marks	Some use of media terminology. Mostly appropriate examples are provided. References to narrative, technical and/or stylistic codes lack detail and there is little, or no, explanation of the possible meaning(s) being constructed.	
2 5–7 marks	Media terminology is used appropriately. Relevant examples are provided. Comparisons describe the narrative, technical and/or stylistic codes operating within the text accurately and offer some explanation of the possible meaning(s) being constructed.	
3 8–10 marks	The use of media terminology is used accurately throughout. Highly relevant examples are carefully selected to meet the requirements of the question. Comparisons analyse the narrative, technical and/or stylistic codes operating within the text accurately and offer a detailed and sophisticated understanding of the possible meaning(s) being constructed.	



<b>Question 9</b>	Explain the term 'passive viewing', using <b>one</b> example from any media text that you have studied.	<b>2 marks</b>
	<p>Award 1 mark for the definition and 1 mark for the explanation using a media text.</p> <ul style="list-style-type: none"> <li>• Consuming a media text and accepting it's meaning without questioning it (1)</li> </ul> <p>1 mark for a relevant example of passive viewing applied to a media text. (1)</p> <p style="text-align: center;"><b>Accept any other appropriate explanation</b></p>	

<b>Question 10</b>	Media texts can be read in different ways by different audiences.	<b>10 marks</b>
	<p>Analyse how media texts can be interpreted differently by audiences using the images provided and/or any media texts that you have studied.</p> <p><b>Indicative content</b></p> <p>Readings:</p> <ul style="list-style-type: none"> <li>• preferred</li> <li>• oppositional</li> <li>• negotiated</li> <li>• aberrant</li> <li>• polysemic</li> </ul> <p>Uses and gratification</p> <p>Audience types:</p> <ul style="list-style-type: none"> <li>• gender</li> <li>• ethnicity</li> <li>• age</li> <li>• class</li> <li>• religion</li> <li>• culture</li> </ul> <p style="text-align: center;"><b>Accept any other appropriate explanation</b></p>	
<b>Level</b>	<b>Descriptor</b>	
1 1–4 marks	<p>Some use of media terminology. Mostly appropriate examples are provided. References to narrative, technical and/or stylistic codes lack detail and there is little, or no, explanation of the possible meaning(s) being constructed.</p>	
2 5–7 marks	<p>Media terminology is used appropriately. Relevant examples are provided. Comparisons describe the narrative, technical and/or stylistic codes operating within the text accurately and offer some explanation of the possible meaning(s) being constructed.</p>	
3 8–10 marks	<p>The use of media terminology is used accurately throughout. Highly relevant examples are carefully selected to meet the requirements of the question.</p>	

	Comparisons analyse the narrative, technical and/or stylistic codes operating within the text accurately and offer a detailed and sophisticated understanding of the possible meaning(s) being constructed.
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<b>Question 11</b>	Discuss how masculinity is represented in media texts.  Use any of the images provided and/or media texts that you have studied as examples.	<b>10 marks</b>
	<p><b>Indicative content</b></p> <p>Stereotypical representations include:</p> <ul style="list-style-type: none"> <li>• strong silent type</li> <li>• aggressive</li> <li>• violent</li> <li>• dominant</li> <li>• athletic (the six pack)</li> <li>• breadwinner</li> <li>• heterosexual</li> <li>• dynamic entrepreneur</li> <li>• traditional male jobs</li> </ul> <p>Subversion of stereotypes:</p> <ul style="list-style-type: none"> <li>• the new man</li> <li>• the single father</li> <li>• caring and sensitive</li> <li>• gender fluid</li> <li>• effeminate</li> <li>• non-traditional jobs for males, e.g. babysitting</li> <li>• Female character displaying masculine traits</li> </ul> <p style="text-align: center;"><b>Accept any other appropriate examples</b></p>	
<b>Level</b>	<b>Descriptor</b>	
1 1–4 marks	Some use of media terminology. Mostly appropriate examples are provided. The descriptions of the readings lack detail and there is little, or no, explanation of the possible meaning(s) /interpretations being constructed.	
2 5–7 marks	Media terminology is used appropriately. Relevant examples are provided. Each example describes the readings operating within the text accurately and offers some explanation of the possible meaning(s) /interpretations being constructed.	
3 8–10 marks	The use of media terminology is used accurately throughout. Highly relevant examples are carefully selected to meet the requirements of the question. Each example analyses the readings operating within the text accurately and offers a detailed and sophisticated understanding of the possible meaning(s) /interpretations being constructed.	

<p><b>Question 12</b></p>	<p>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.</p>	<p><b>20 marks</b></p>
<p>Media texts represent reality in a number of different ways:</p> <ul style="list-style-type: none"> <li>• Reality can be created by the producer to represent their own 'understanding' of reality</li> <li>• Media texts can subvert reality for a particular purpose</li> <li>• The media don't just offer us a window on the world, although they may claim to offer a 'snapshot' of a moment in time</li> <li>• Media producers don't just present reality, they represent it</li> <li>• Media producers select and combine elements to represent meaning to generate audience effect</li> <li>• Media producers make events into stories and tell them in their own way</li> <li>• Media producers create characters and represent them to us with enhanced or over exaggerated characteristics</li> <li>• Media producers try to make us see the world in a particular way, depending on their viewpoint</li> <li>• The reader may be aware that the representation isn't real but accept the elements of reality being provided</li> <li>• The meaning of the text may have to be negotiated or renegotiated by the reader</li> <li>• Media producers rely on suspension of disbelief</li> </ul> <p><b>Candidates should make reference to specific texts from their studies and use them for exemplification</b></p>		
<p><b>Level</b></p>	<p><b>Descriptor</b></p>	
<p><b>1</b> 0–5 marks</p>	<p>Some appropriate media terminology is used. 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><b>2</b> 6–10 marks</p>	<p>Appropriate media terminology is mostly used. 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. The question is directly addressed and superficial evaluative comments are made regarding competing debates, ideas and theories.</p>	
<p><b>3</b> 11–15 marks</p>	<p>Confident and accurate use of media terminology throughout. Developed reasoning throughout, supported by relevant textual reference and analysis of the effects and consequences of the representations identified within the text. Arguments are well developed and sound judgements are made regarding competing debates, ideas and theories.</p>	
<p><b>4</b> 16–20 marks</p>	<p>Fluent, confident and accurate use of media terminology throughout. Developed reasoning throughout, supported by detailed textual reference and sophisticated analysis of the effects and consequences of the representations identified within the text. Arguments are developed. 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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