



GCSE MARKING SCHEME

MEDIA STUDIES

JANUARY 2013

INTRODUCTION

The marking schemes which follow were those used by WJEC for the January 2013 examination in GCSE MEDIA STUDIES. They were finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conferences were held shortly after the papers were taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conferences was to ensure that the marking schemes were interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conferences, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about these marking schemes.

GCSE MEDIA STUDIES

MARK SCHEME - JANUARY 2013

Section A: Thinking About the Media – Investigating *Television Drama (excluding Crime)* **[40 marks]**

Q.1 (a) Identify **two** different camera shots used in the extract. [4]

1 mark for each camera shot	Description of shot without using appropriate terminology accurately.
1 additional mark for each camera shot	Correct identification of shot using appropriate terminology accurately.

Answers may refer to:

- Establishing shot
- Long shot
- Medium shot
- Close up
- Two shot
- High angle
- Low angle
- Eye level
- Panning shot
- Tilting shot

(b) Briefly explain why these **two** camera shots are used. [6]

Level 1 (0-2 marks)	Basic description of shots. Higher marks for description and comment. Quality of written communication is basic.
Level 2 (3 marks)	Explanation of shots emerging. Quality of written communication is sufficient to make meaning clear.
Level 3 (4-5 marks)	Good explanation of why shots were used, with emerging media language. Higher marks for confident use of media language. Quality of written communication is effective and makes meaning clear.
Level 4 (6 marks)	Excellent explanation of why shots were used. Quality of written communication is highly effective, shows a high degree of control and makes meaning clear.

Q.2 (a) Identify **two** different characters from the extract. [2]

1 mark for each character identified.

Answers may refer to specific characters, such as :

- Arthur
- Merlin
- Lancelot
- Gwen Morgana
- Dochraid
- Lord Agravaine

Or, generic characters, such as:

- Prince
- Princess
- King
- Wizard
- Witch
- Servant

(b) Briefly explain these **two** characters. [8]

Level 1 (0-2 marks)	Minimal description of characters. Higher marks for more detailed description. Quality of written communication is basic.
Level 2 (3-4 marks)	Basic description of characters with likely reference to costume and appearance. Higher mark for linking description with simple ideas of roles and/or character functions (e.g. hero, villain, donor, princess, helper etc.) Quality of written communication is sufficient to make meaning clear.
Level 3 (5-6 marks)	Sound explanation of characters with clearer sense of roles and/or character functions, with emerging media language and emerging awareness of character codes related to narrative/theme/genre conventions/audience appeal. Quality of written communication is effective and makes meaning clear.
Level 4 (7-8 marks)	Excellent explanation of characters with confident understanding of roles and/or character functions, with reference to narrative/theme/genre conventions/audience appeal/ intertextual references to myths and legends. Higher marks for sophisticated explanations. Quality of written communication is highly effective, shows a high degree of control and makes meaning clear.

Q.3 Explain how Television Drama appeals to audiences. Refer to examples you have studied. [10]

<p>Level 1 (0-3 marks)</p>	<p>Minimal description of appeal to audiences and use of examples. Higher marks for more detailed description. Quality of written communication is basic.</p>
<p>Level 2 (4-5 marks)</p>	<p>Basic description of appeal to audiences and use of examples, with likely reference to characters and/or narratives. Quality of written communication is sufficient to make meaning clear.</p>
<p>Level 3 (6-7 marks)</p>	<p>Sound explanation of appeals to audiences and use of examples, with emerging media language and emerging awareness of appeals, such as genre conventions, characters, narratives, technical and symbolic codes. Quality of written communication is effective and makes meaning clear.</p>
<p>Level 4 (8-10 marks)</p>	<p>Excellent explanation of appeals to audiences and use of examples, with reference to a wide range of appeals and genre conventions, such as characters, narratives, technical and symbolic codes, representations and organisational factors. Quality of written communication is highly effective, shows a high degree of control and makes meaning clear.</p>

Q.4 Explain **two** ways in which Television Drama is promoted.

[10]

Candidates may refer to general marketing approaches, such as:

- Advertising
- Publicity
- Merchandising

Or, specific forms of marketing, such as:

- Television trailers
- Websites
- Print advertisements
- Posters
- TV chat shows
- Newspaper editorial
- Magazine editorial

Level 1 (0-3 marks)	Minimal description of how TV Drama is promoted. Higher marks for more detailed description. Quality of written communication is basic.
Level 2 (4-5 marks)	Basic description of how TV Drama is promoted, with likely reference to marketing on TV or in print. Quality of written communication is sufficient to make meaning clear.
Level 3 (6-7 marks)	Sound explanation of how TV Drama is promoted, with emerging media language and emerging awareness of marketing techniques such as trailers, posters, websites. Quality of written communication is effective and makes meaning clear.
Level 4 (8-10 marks)	Excellent explanation of how TV Drama is promoted, with reference to a wide range of strategies, such as trailers, posters, websites, print advertisements, editorials and TV chat shows. Possible reference to synergies and the convergent nature of the media. Quality of written communication is highly effective, shows a high degree of control and makes meaning clear.

Section B: Thinking About the Media – Planning *Web-based Drama*

[40 marks]

Q.5 Create a storyboard for the opening sequence of a new web-based drama.

Complete the following tasks:

Task 1.

Choose a name for your web-based drama. Briefly explain why you chose this name. [4]

1 mark	Candidates offer an appropriate name for the web-based drama.
1 additional mark	Basic explanation. A brief explanation of their chosen title for the web-based drama.
2 additional marks	Good explanation. A detailed explanation of their chosen title for the web-based drama.
3 additional marks	Excellent explanation. A detailed explanation of their chosen title for the web-based drama, with a clear sense of connotations and genre.

Task 2.

(a) Suggest **two** settings/locations for your web-based drama. [2]

(b) Briefly explain these **two** settings/locations. [4]

1-2 marks	1 mark for each appropriate setting/location. This could include interior or exterior settings/locations.
1 additional mark	Basic explanation. A statement which identifies the settings/locations chosen.
2 additional marks	Sound explanation. A more detailed explanation of the chosen settings/locations, with emerging media language.
3 additional marks	Good explanation. A detailed explanation, with confident media language and a possible sense of genre through settings.
4 additional marks	Excellent explanation. A very detailed explanation, with sophisticated use of media language and possible sense of genre, symbolic codes and creation of mise en scene.

Task 3.

Create a storyboard of 6-12 shots for the opening sequence of your web-based drama.

[10]

<p>Level 1 (0-3 marks)</p> <p>0-1</p> <p>2-3</p>	<p>Minimal ability to:</p> <ul style="list-style-type: none"> • Create a storyboard, which may be incomplete and have little sense of a sequence <p>Basic ability to:</p> <ul style="list-style-type: none"> • Create a storyboard, with a basic sense of a sequence and description of chosen shots
<p>Level 2 (4-5 marks)</p> <p>4</p> <p>5</p>	<p>Simple ability to:</p> <ul style="list-style-type: none"> • Create a storyboard, with a simple sense of a sequence and written description of chosen shots <p>Some ability to:</p> <ul style="list-style-type: none"> • Create a storyboard, with an emerging sense of the conventions of a web-based drama opening sequence
<p>Level 3 (6-7 marks)</p> <p>6</p> <p>7</p>	<p>Sound ability to:</p> <ul style="list-style-type: none"> • Create a storyboard, with a sense of the conventions of a web-based drama opening sequence and emerging media language in shot descriptions <p>Confident ability to:</p> <ul style="list-style-type: none"> • Create a detailed storyboard, with a good sense of the conventions of a web-based drama opening sequence and confident media language in shot descriptions; effective use of camerawork and/or editing
<p>Level 4 (8-10 marks)</p> <p>8</p> <p>9-10</p>	<p>Excellent ability to:</p> <ul style="list-style-type: none"> • Create a very detailed storyboard, with an excellent sense of the conventions of a web-based drama opening sequence and excellent use of media language in shot descriptions; very effective use of camerawork and editing <p>Sophisticated ability to:</p> <ul style="list-style-type: none"> • Create a sophisticated storyboard, with a sophisticated sense of the conventions of a web-based drama opening sequence and sophisticated use of media language in shot descriptions; creative and imaginative use of camerawork and editing

Task 4.

Explain how your opening sequence will attract audiences.

[10]

Level 1 (0-3 marks)	Basic explanation of how the opening sequence will attract audiences. Higher marks for more detailed explanation.
Level 2 (4-5 marks)	Sound explanation of how the opening sequence will attract audiences, with some emerging media language.
Level 3 (6-7 marks)	Good explanation of how the opening sequence will attract audiences, with a good sense of the conventions of web-based drama and confident use of media language.
Level 4 (8-10 marks)	Excellent explanation of how the opening sequence will attract audiences, with an excellent sense of the conventions of web-based drama, such as technical and symbolic codes, narratives, characters and representation, and sophisticated use of media language.

Task 5.

- (a) Identify **two** ways in which web-based drama is different from Television Drama. [4]
- (b) Briefly explain these **two** differences. [6]

Differences may focus on:**Production**

- Lower budget production of web-based drama, using more basic/accessible digital equipment
- Independent/small scale productions
- Productions by students, young people etc.
- Different production values and stylistic qualities

Distribution

- Marketing of web-based drama relies mostly on web promotion
- Distribution of web-based drama through specific sites or on Youtube or other video based websites

Audiences

- Watching web-based drama on the internet or iPlayer
- Watching on portable devices
- Younger audiences for web-based drama, more mature audience for TV Drama

1-4 marks	1-2 marks for each appropriate difference. Higher marks for more appropriate/relevant differences.
1 additional mark	Basic explanation. A statement which identifies the differences.
2 additional marks	Sound explanation. A more detailed explanation of the differences, with emerging media language.
3 additional marks	Good explanation. A detailed explanation, with confident media language and a sense of codes and conventions and/or media organisations and/or audiences.
4 additional marks	Excellent explanation. A very detailed explanation, with excellent use of media language and clear sense of codes and conventions and/or media organisations and/or audiences.
5-6 additional marks	Sophisticated explanation, with sophisticated use of media language and a highly developed sense of codes and conventions and/or media organisations and/or audiences.



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