



## Mark Scheme (Results)

January 2019

BTEC Level 3 National in Creative  
Digital Media Production

Unit 1: Media Representations  
(31668H)



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<b>Question 1</b>	Explain <b>one</b> way an editing technique has been used in Clip 1 to create meaning for the audience.	<b>2 marks</b>
	<p>1 mark for identifying the editing technique and 1 mark for explaining how it provides meaning for the audience.</p> <p>There is a seamless cut when the character moves in front of the mirrors from the hallway (1) to demonstrate continuity as the character moves through space (1)</p> <p>Scenes are not always cut to the beat (1) to allow the dancing to match the rhythm (1)</p> <p>Use of concise cuts (1) that stay largely in wide shot in order to show the choreography of the dance in best detail (1)</p> <p>Jumpcuts (1) which link to the beat of the music (1)</p> <p>Adding non-diegetic sound in post-production (1) to sync with the characters actions (1)</p> <p>The wires used to hold the man up are edited out (1) to make it look as if he is flying (1)</p> <p style="text-align: center;"><b>Accept any other appropriate answer.</b></p>	

<b>Question 2</b>	Explain <b>one</b> way visual effects have been used in Clip 1 to create meaning for the audience	<b>2 marks</b>
	<p>1 mark for each identification of a visual effect and 1 mark for explaining how it was used.</p> <p>The fly-in shot is a composited shot (1) to make it seem as if he is flying/on top of the world (1)</p> <p>There is use of motion blur (1) making the landing seem effortless (1)</p> <p>The use of footage of body doubles and the main character have been combined (1) to make it seem like one person is moving continuously through the shots (1)</p> <p>The use of the multi-images in the mirrors (1) show he has many sides to his character (1)</p> <p>The effect of the man flying (1) adds a comedic effect to the video (1)</p> <p style="text-align: center;"><b>Accept any other appropriate answer.</b></p>	

<b>Question 3</b>	Explain <b>one</b> way camera movements have been used in Clip 1 to create meaning for the audience.	<b>2 marks</b>
	<p>1 mark for identifying the camera movement and 1 mark for explaining how it was used.</p> <p>Whip/Fast pan (1) to show fast movement as he moves down the hallway (1)</p> <p>Tracking shot (1) to allow the audience to follow him down a mirrored hallway (1)</p> <p>Zoom shot (1) so the audience can zoom in close up to his face (1)</p> <p>Tracking forward shot (1) to allow the audience to follow him over the balcony railing (1)</p> <p style="text-align: center;"><b>Accept any other appropriate answer.</b></p>	

<b>Question 4</b>	Explain <b>two</b> ways props have been used in Clip 2 to create meaning for the audience.	<b>4 marks</b>
	<p>2 marks for a linked response</p> <p>There are snakes around the pillars (1) to show she is surrounded by danger/protection/critics/haters (1)</p> <p>Use of a throne-like chair (1) to show she is the queen of pop (1)</p> <p>Use of the teacup/teapot (1) to make her like a Disney princess (1)</p> <p>Use of an expensive car (1) to show her wealth (1)</p> <p>Use of the Grammy Award (1) to show her status in the industry (1)</p> <p style="text-align: center;"><b>Do not award a mark for the same meaning twice.</b> <b>Accept any other appropriate answer.</b></p>	

<b>Question 5</b>	Explain <b>two</b> ways lighting has been used in Clip 2 to create meaning for the audience.	<b>4 marks</b>
	<p>2 marks for a linked response</p> <p>Use of high key lighting in the throne scene (1) relate to the wealth and opulence of the setting/lifestyle (1)</p> <p>The use of flashes in the car crash scene (1) showing that she is being photographed by paparazzi (1)</p> <p>Use of low key lighting in front of the throne scene (1) to move the audience from darkness to the light of the singer (1)</p> <p>The use of backlighting (1) makes the singer the centre of attention (1)</p> <p style="text-align: center;"><b>Accept any other appropriate answer.</b></p>	

<b>Question 6</b>	Explain <b>two</b> ways that costume has been used in Clip 3 to create meaning for the audience.	<b>4 marks</b>
	<p>2 marks for a linked response</p> <p>Red costume used by the female dancer (1) to show her as attractive/passionate (1)</p> <p>The sister's off-the-shoulder dress (1) to show she is a party character (1)</p> <p>The open shirts of the male characters (1) to show their masculinity (1)</p> <p>The dowdy costume of the grandmother (1) to show her age (1)</p> <p>The character at the end wearing the cycle helmet (1) representing him as safety-conscious/nerdy (1)</p> <p style="text-align: center;"><b>Accept any other appropriate answer.</b></p>	

<b>Question 7</b>	Analyse the representations of the characters and/or places used in Clip 3. You should reference each representation with relevant examples from the text.	<b>10 marks</b>
	<p><b>Indicative content</b></p> <ul style="list-style-type: none"> <li>• The video proudly celebrates Latinx culture through a multilayered storyline</li> <li>• The video is telenovela-inspired</li> <li>• There is a lead actress, shown as sexy and in control in a sultry dress and appearing in a telenovela</li> <li>• A bespectacled (nerd) character that is inspired by the characters in her TV programmes</li> <li>• A nagging but loving grandmother who is raising two young women, a straight-talking matriarchal figure</li> <li>• An older sister who is obsessed with her appearance and leads a party lifestyle</li> <li>• Latin club scenes with sultry dancing and typical Latino dress</li> <li>• Male dancers dancing with each other could indicate their sexuality</li> <li>• The cinema/kitchen/club/street</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	<p>Some appropriate media terminology is used. Mostly appropriate examples are described.</p> <p>The descriptions of the representation 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 the representations 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 the representations within the text accurately and offers a detailed and sophisticated analysis of the possible meaning(s) being constructed.</p>
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<b>Question 8</b>	Analyse how narrative structures have been used in Clip 3, and/or any other media text that you have studied, to create meaning for the audience.	<b>10 marks</b>
	<p><b>Indicative content</b></p> <p>The use of narrative can be related to the text provided or any other texts that learners have studied and could include reference to:</p> <p>Narrative is the media term for storytelling. Narrative is the way the different elements in a story are organised to create meaning.</p> <p>Closed narrative means the story ends satisfactorily and there is closure.</p> <p>Open narratives mean there is no final conclusion to the story, often found in soap operas.</p> <p>A multi-strand structure means there are several narratives running at the same time. The plot constructs a puzzle that the audience is asked to solve while the characters act out the story.</p> <p>Point of view narratives tell the story from a specific point of view, as often found in documentaries.</p> <p>Narrative devices such as enigmas can be used whereby the plot constructs a puzzle that the audience has to solve as the story unfolds.</p> <p style="text-align: center;"><b>Accept any other appropriate answer.</b></p>	
<b>Level</b>	<b>Descriptor</b>	
<b>1</b> 1–4 marks	<p>Some appropriate media terminology is used.</p> <p>Mostly appropriate examples are described.</p>	

	The descriptions of narrative structures lack detail and there is little, or no, analysis of the possible meaning(s) being constructed.
<b>2</b> 5–7 marks	<p>Appropriate media terminology is used throughout.</p> <p>A range of relevant examples are analysed.</p> <p>Each example describes narrative structures relating to the text accurately and offers some analysis of the possible reasons for development over time.</p>
<b>3</b> 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 the genre, codes and narrative structures relating to the text accurately and offers a detailed and sophisticated analysis of the possible reasons behind the development over time.</p>

<b>Question 9</b>	Explain what is meant by the term 'semiotics', using <b>one</b> example from any media text you have studied.	<b>2 marks</b>
	<p>1 mark for the definition and 1 mark for the explanation using a media text.</p> <p>Signs, their systems and their role in the construction of meaning when contextualised in a media product.</p> <p>Responses must be linked to an appropriate media text.</p> <p style="text-align: center;"><b>Accept any other appropriate answer.</b></p>	

<b>Question 10</b>	Sexual orientation can be represented in positive and negative ways in the media.	<b>10 marks</b>
	<p>Analyse how sexual orientation is represented in the media using Clip 4 and/or any other media texts that you have studied as examples.</p> <p><b>Indicative content</b></p> <p>Representations of homosexuality can be related to the text provided or any other texts that learners have studied and could include reference to:</p> <p>Sexual orientation can be represented negatively using various stereotypes.</p> <p>Homosexual men are often represented stereotypically as having many feminine traits:</p> <ul style="list-style-type: none"> <li>• very interested in fashion</li> <li>• dress well</li> <li>• are extravagant</li> <li>• very social</li> <li>• self-absorbed</li> <li>• have high-pitched voices.</li> </ul> <p>Homosexual women are often represented stereotypically as having many masculine traits:</p> <ul style="list-style-type: none"> <li>• dress casually and wear masculine clothes</li> <li>• enjoy watching or taking part in sports</li> <li>• usually portrayed by a woman with short hair</li> <li>• are very aggressive.</li> </ul> <p>Positive representations can include references to homosexuality as a norm within a diverse society, with homosexual couples seen as no different to heterosexual couples.</p>	

<b>Accept any other appropriate answer</b>	
<b>Level</b>	<b>Descriptor</b>
<b>1</b> 1–4 marks	<p>Some appropriate media terminology is used.</p> <p>Mostly appropriate examples are described.</p> <p>The descriptions of representations lack detail and there is little, or no, analysis of the possible meaning(s) being constructed.</p>
<b>2</b> 5–7 marks	<p>Appropriate media terminology is used throughout.</p> <p>A range of relevant examples are analysed.</p> <p>Each example describes representations operating within the text accurately and offers some analysis of the possible meaning(s) being constructed.</p>
<b>3</b> 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 representations operating within the text accurately and offers a detailed and sophisticated analysis of the possible meaning(s) being constructed.</p>

<b>Question 11</b>	Analyse how the objectification of women is used in media texts.  Use any of the clips provided and/or media texts you have studied as examples.	<b>10 marks</b>
<p><b>Indicative content</b></p> <p>'The media has created a new type of woman that does not exist in the real world.' Women have been idealised and objectified with the 'perfect' woman consisting of a number of main features.</p> <ul style="list-style-type: none"> <li>• Women have no wrinkles, blemishes or scars; their skin is perfect.</li> <li>• They have impossibly long, smooth and shapely legs.</li> <li>• An idealised size zero.</li> <li>• The camera often uses close-ups of female body parts as if it were a male looking at the women (Laura Mulvey).</li> <li>• The camera often introduces a woman using a tilt-up shot from her feet exploring her body.</li> <li>• Pictures or images of women are often airbrushed/image-manipulated to hide imperfections and accentuate assets.</li> <li>• Women are often dressed in costumes that are very revealing to catch the male gaze.</li> <li>• Point of view shots are often used as if the camera is male looking at a woman in a voyeuristic way.</li> </ul> <p>Women are often identified as sexual objects such as the centerfold in Playboy, the page 3 girl.</p> <p>Women are represented as the 'damsel in distress' waiting to be rescued by a heroic male that will sweep her off her feet.</p> <p style="text-align: center;"><b>Accept any other appropriate answer.</b></p>		
<b>Level</b>	<b>Descriptor</b>	
<b>1</b> 1–4 marks	Some appropriate media terminology is used.  Mostly appropriate examples are described.  The descriptions of objectification lack detail and there is little, or no, analysis of the possible meaning(s) being constructed.	
<b>2</b> 5–7 marks	Appropriate media terminology is used throughout.  A range of relevant examples are analysed.	

	<p>Each example describes objectification operating within the text accurately and offers some analysis of the possible meaning(s) being constructed.</p>
<p><b>3</b> 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 objectification operating within the text accurately and offers a detailed and sophisticated analysis of the possible meaning(s) being constructed.</p>

<p><b>Question 12</b></p>	<p>The media can have an impact on individuals, groups and society.</p> <p>Evaluate how the media can affect changes in the behaviour or attitudes of the audience.</p> <p>Use any of the clips provided and/or any other media texts you have studied.</p>	<p><b>20 marks</b></p>
<p><b>Indicative content</b></p> <p>Media can impact behaviour in negative and positive ways. Learners can discuss both positive and negative impacts and how media texts can be 'read' by the audience and, as a result, impact on their behaviour.</p> <p>References could include:</p> <ul style="list-style-type: none"> <li>• violence</li> <li>• eating habits</li> <li>• exercise</li> <li>• sexual orientation/behaviour</li> <li>• prejudice</li> <li>• language</li> <li>• communication</li> <li>• human rights</li> <li>• moral and social debates</li> <li>• religion and religious beliefs</li> <li>• educational</li> <li>• clothing/style</li> <li>• manners/respect</li> <li>• passive audience/hypodermic needle.</li> </ul> <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.</p> <p>Use of and reference to appropriate media theories and theorists should be made within responses.</p> <p style="text-align: center;"><b>Accept any other appropriate answer.</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.</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><b>2</b> 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><b>3</b> 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><b>4</b> 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>