



GCSE MARKING SCHEME

SUMMER 2023

MEDIA STUDIES – UNIT 1
3680U10-1

INTRODUCTION

This marking scheme was used by WJEC for the 2023 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was 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 conference was to ensure that the marking scheme was 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' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

GCSE MEDIA STUDIES – UNIT 1

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GENERAL INFORMATION

Marking should be positive, rewarding achievement rather than penalising failure or omissions. The awarding of marks must be directly related to the marking criteria. Examiners should use the generic assessment grid where applicable, the indicative content for each question and the marking guidance when assessing a candidate's response. Examiners should use the full range of marks available to them. In order to avoid impacting on the validity of the assessment and the reliability of the marking, examiners must research any unfamiliar texts used by learners in order to be able to assess each answer fully.

Band Descriptors

When awarding a mark, examiners should select the band that most closely describes the quality of the work being assessed.

For a two-mark band:

- Where the candidate's work *completely* meets the descriptors, the highest mark should be awarded.
- Where the candidate's work *just* meets the descriptors, the lowest mark should be awarded.

For a four-mark band:

- Where the candidate's work *completely* meets the descriptors, the highest mark should be awarded.
- Where the candidate's work *securely* meets the descriptors, award a mark in the centre of the range, selecting the higher or lower of those two marks according to the strength of the response.

Where the candidate's work *just* meets the descriptors, the lowest mark should be awarded. If an answer demonstrates different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band. The strengths of the candidate's response should then be used to determine the mark to be awarded within the band. For example, if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content.

Indicative Content

The mark scheme instructs examiners to reward valid alternatives where indicative content is suggested for an answer. Indicative content outlines some likely areas candidates may explore in their responses. This is not a checklist for expected content or a 'model answer'. Where a candidate provides a response that contains aspects or approaches not included in the indicative content, examiners should use their professional judgement as Media Studies specialists to determine the validity of the response in light of the examples chosen and the question asked. All questions provide opportunities for candidates to make informed, independent responses, and such opportunities need to be upheld in the marking. Valid alternatives should be rewarded where deemed appropriate, in line with the banded levels of response in the generic assessment grids.

Assessment Objectives

- A01** Demonstrate knowledge and understanding of the key concepts of media studies.
- A02** Apply knowledge and understanding of the key concepts of media studies to analyse media product

Section A: Representations – advertising, video games and newspapers

- 0 1** (a) Briefly describe the woman's costume in this advertisement. [2]

AO2 Apply knowledge and understanding of the key concepts of media studies to analyse media products
Award one mark for each appropriate explanation. (Maximum 2 marks) Answers may include: • Casual • Wearing trousers • Leisure clothes to relax in • Neutral colours that are passive and calm • Informal yet stylish • Comfortable • More masculine in attire – sense of equality. <i>All valid alternatives should be credited</i>

- (b) Briefly describe how the woman is represented in this advertisement. [3]

AO2 Apply knowledge and understanding of the key concepts of media studies to analyse media products
Award one mark for each appropriate explanation. (Maximum 3 marks) Answers may include: • Organised • In control/confident – smiling • Slim, attractive usual model features • Serving the male • Positioned lower than the males as he stands above her • Relaxed, comfortable in her surroundings • Classy, upscale woman at the centre of the social scene <i>All valid alternatives should be credited</i>

- (c) Briefly explain how design **and** layout are used in this advertisement [5]

Band	Marks	AO2 Apply knowledge and understanding of the key concepts of media studies to analyse media products
5	5	- Very good, detailed explanation how design and layout are used in the advertisement. - Very good application of knowledge and understanding that focuses well on how design and layout are used to communicate meanings in the advertisement.
4	4	- Good, detailed explanation how design and layout are used in the advertisement. - Good application of knowledge and understanding focusing on how the design and layout are used in the advertisement.
3	3	- Satisfactory explanation of how design and layout are used in the advertisement. - Straightforward application of knowledge and understanding focusing on how design and layout are used in the advertisement.
2	2	- Basic explanation how design and layout are used in the advertisement. - Limited application of knowledge and understanding with limited focus on how design and layout are used in the advertisement.
1	1	- Minimal, if any, explanation how design and layout are used in the advertisement. - Tendency to be brief and descriptive response only
	0	Response not worthy of credit / not attempted

Indicative content

Answers may include:

- The tagline suggests that the product is light and refreshes without filling, good for the diet conscious woman who wants to retain her slim figure. No diet version, but the way in which the advert is constructed suggests that Pepsi will keep weight off – both male and female are slim and attractive.
- Aspirational in its design
- The words used indicate that this product is classy, upmarket suggesting stylish professionals drink Pepsi and it is refined for the modern upbeat audience
- The layout shows relatable items such as the plate of food, record sleeves surrounding the woman – all indicative of a relaxed carefree style.
- Bold letters are used to make the message stand out
- The text is written in cursive font, eliciting an elegant and sophisticated feel toward the advertisement.
- The Pepsi bottle cap background colours are in red, blue and white, colours of the USA flag – showing patriotism and a sense of belonging.
- Use of Jazz records resonates with cool and relaxed vibe which compliments the light aspect of the product.

- All valid alternatives should be credited***

- (d) Compare how gender is represented in **this** advertisement and in one **contemporary** advertisement you have studied. [20]

In your answer you should refer to how both use:

- visual codes
- stereotypes

Band	Mark	AO2 Apply knowledge and understanding of the key concepts of media studies to analyse media products
5	17-20	• Excellent, detailed and perceptive analysis of the print advertisement and one contemporary print advertisement, which engages fully with sophisticated aspects of the representation of gender • Excellent, detailed and appropriate comparisons between the two print advertisements • Excellent, consistent use of subject specific terminology, including reference to theoretical perspectives • Excellent, well-reasoned judgements and conclusions regarding how far the representation of gender is similar and different in the two advertisements
4	13-16	• Good, reasonably detailed analysis of the print advertisement and one contemporary print advertisement, which engages in places with sophisticated aspects of the representation gender • Good, reasonably detailed and appropriate comparisons between the two print advertisements • Good use of subject specific terminology • Good, reasoned judgements and conclusions regarding how far the representation of gender is similar and different in the two advertisements
3	9-12	• Satisfactory analysis of the print advertisement and one contemporary print advertisement, although the focus is on obvious aspects of the representations and may be descriptive in parts • Satisfactory comparisons between the two print advertisements • Satisfactory use of subject specific terminology • Satisfactory, generally reasoned judgements and conclusions regarding how far the representation of gender is similar and different in the two advertisements
2	5-8	• Basic analysis of the print advertisement and one contemporary print advertisement, although there is a tendency to describe • Basic comparisons between the two print advertisements • Limited use of subject specific terminology, sometimes with a lack of relevance, clarity or accuracy • Limited evidence of reasoned judgements and conclusions regarding how far the representation of gender is similar and different in the two advertisements
1	1-4	• Minimal, if any, analysis of the print advertisement and one contemporary print advertisement - the response is descriptive • Minimal, if any, comparisons between the two print advertisements • Minimal use of subject specific terminology, with a lack of relevance, clarity and accuracy • Lacks judgements and conclusions regarding how far the representation of gender is similar and different in the two advertisements
	0	Response not worthy of credit / not attempted

Indicative content

AO2

The application of knowledge and understanding will be demonstrated through explanation of examples studied in the resource material and through comparisons with other case studies that have been studied.

Answers should apply knowledge and understanding of the key concepts of representation.

Answers should apply knowledge and understanding of how visual codes are used to represent gender– e.g. body language, facial expressions, location, dress codes, placement of product, colours used/connotations, typography and lighting.

Answers should apply knowledge and understanding of how technical codes are used to represent gender.eg. two shot, long shot, wide shot

Answers should apply knowledge and understanding of stereotyping as a process including possible references to:

- construction – selecting and editing
- positive and negative stereotyping
- dominant / subordinate
- power relationships
- dominant ideologies / alternatives
- gender equality

Answer should apply knowledge and understanding of stereotyping as a means of challenging or reinforcing ideologies including possible references to:

- ideologies of gender – size zero models / good looking male model
- active / passive
- role reversals
- masculinity / femininity
- traditional roles
- gender characteristic continues to deepen stereotypes derived by society
- deepens society implied roles and or challenges society roles
- greater diversity across all gender portrayals reflecting society changes
- controversial representation

Examples could include comparisons between:

Representations of gender in Dolce and Gabbana perfume adverts where women are sexualised/ objects of desire.

Dad Makes Breakfast Too advert for Nutella – equality and role reversal. Males domesticated but do not lose their masculinity/metrosexual male figure.

All valid alternatives should be credited.

Section B: Music

- 0 2** (a) Identify **one** way a music magazine promotes an artist or band. [1]

AO1
Demonstrate knowledge and understanding of the key concepts of media studies
Award one mark for an appropriate answer. Answers may include: • using the band as the central image on the front cover • headline of article • positive reviews • image of band revealed through interview • discussion of their creativity – what their music means, what they stand for • revealing personalities behind the music <i>All valid alternatives should be credited.</i>

- (b) Outline **two** interactive features used by the website of the music magazine you have studied. [4]

AO1
Demonstrate knowledge and understanding of the key concepts of media studies
Award maximum of two marks for each outlined interactive feature which is appropriate and relevant. Answers may include: • audio podcasts • videos • plugins – ratings, live feedback • hotspots and hyperlinks • flash animation • navigational bars • interactive adverts/engage audiences • highlight option to highlight a text or line • share option to share it with friends and colleagues via email and different popular social platforms. <i>All valid alternatives should be credited.</i>

- (c) Briefly explain how social media is used to promote an artist or band you have studied. [5]

Band	Marks	AO1 Demonstrate knowledge and understanding of the key concepts of media studies
5	5	Very good, perceptive explanation of how social media is used to promote an artist or band you have studied, demonstrating detailed and accurate knowledge and understanding
4	4	Good explanation of how social media is used to promote an artist or band that you have studied, demonstrating accurate knowledge and understanding
3	3	Satisfactory explanation of how social media is used to promote an artist or band that you have studied, demonstrating satisfactory knowledge and understanding
2	2	Basic explanation of how social media is used to promote an artist or band that you have studied, demonstrating limited knowledge and understanding
1	1	Minimal explanation of how social media is used to promote an artist or band that you have studied, demonstrating minimal knowledge and understanding
	0	Response not worthy of credit / not attempted

Indicative content

AO1 Answers should demonstrate knowledge and understanding of how social media are used for promotional purposes.

Answers should refer to:

- different platforms such as Facebook, Twitter, Snapchat, Instagram
- The function of the social media platforms and the uses, codes and conventions of these platforms e.g. Twitter – live discussion, photos, use of #, immediacy of news and up to date information.
- Uses and gratifications for users of social media e.g. personal identity, community identity, proximity / intimacy.
- Promotional activity e.g. concerts, albums, personal appearances, behind the scenes, competitions
- Explanations of how the platforms are used to promote an artist or a band with appropriate examples e.g. the use of images - still and moving, availability of music, live chat, interactivity, visual sharing
- Personal appeals
- A sense of how an artist or a band establishes a sense of community
- Promotional activity e.g. first 20 people to purchase tickets for a concert. One example of a case study to apply knowledge and understanding could be Justin Bieber's Facebook pages – images of the artist (galleries, digital posters for upcoming tour), opportunity to purchase tickets, fan comments both written and visual, likes, use of emojis.

Note - answers may refer to the use of these social media platforms on behalf of the artist or band, and not necessarily directly by the artist or band themselves.

All valid alternatives should be credited.

0 3

Explore how the music radio programme you have studied targets its audience. Refer to a specific radio programme in your answer. [10]

Band	AO1 Demonstrate knowledge and understanding of the key concepts of media studies	AO2 Apply knowledge and understanding of the key concepts of media studies to analyse media products
5	5 marks • Very good, perceptive explanation of how a radio programme studied targets its audiences. • Response demonstrates detailed and accurate knowledge and understanding how a radio programme studied targets its audiences. • Very good, consistent use of subject specific terminology.	5 marks • Very good, detailed analysis of how a radio programme studied targets its audience. • Very good, detailed and appropriate reference to studied radio programme. • Very good, consistent use of subject specific terminology
4	4 marks • Good explanation of how a radio programme studied targets its audiences. • Response demonstrates accurate knowledge and understanding how a radio programme targets its audiences. • Good use of subject specific terminology	4 marks • Good, reasonably detailed analysis of how radio programme studied targets its audiences. • Good, reasonably detailed and appropriate reference to studied radio programme. • Good use of subject specific terminology
3	3 marks • Satisfactory explanation of how radio programme studied targets its audiences • Response demonstrates satisfactory knowledge and understanding how a radio programme targets its audiences. • Satisfactory use of subject specific terminology	3 marks • Satisfactory analysis of how a radio programme studied targets its audiences. • Satisfactory reference to studied radio programme. • Satisfactory use of subject specific terminology
2	2 marks • Basic explanation of how radio programme studied targets its audiences. • Response demonstrates limited knowledge and understanding how radio programmes studied targets its audience • Basic and limited use of subject specific terminology	2 marks • Basic analysis of how radio programme studied targets its audiences. • Basic reference to studied radio programme. • Basic use of subject specific terminology
1	1 mark • Minimal explanation of how radio programme studied targets its audience. • Response is minimal lacks knowledge and understanding of how radio programmes targets its audience.	1 mark • Minimal, if any, analysis of how radio programmes studied targets its audience. • Minimal reference to studied radio programme.
0	0 marks Response not worthy of credit / not attempted	0 marks Response not worthy of credit / not attempted

Indicative content

Answers may include:

- presenter – this could be due to the presenter being famous or due to the style of presentation appealing to targeted audience
- music – the style or genre targets a mainstream or niche audience
- content – could include selected interviews with industry stars and /or other conventions such as phone in competitions, advertising, news etc.
- Links to other social media platforms – e.g. live cameras broadcasting on a radio station's website
- uses and gratifications – could include discussion addressing the individual needs of audiences – entertainment, escapism, personal identity, educational, social interaction/personal relationships.
- scheduling of programme – specialist music channels for specific targeted audience

All valid alternatives should be credited.

0 4 Explore how women are represented in one music video that you have studied. [10]

Band	AO1 Demonstrate knowledge and understanding of the key concepts of media studies	AO2 Apply knowledge and understanding of the key concepts of media studies to analyse media products
5	5 marks • Very good, perceptive exploration of how women are represented • Response demonstrates detailed and accurate knowledge and understanding of representation • Very good use of subject specific terminology	5 marks • Very good, detailed analysis of how women are represented in a music video • Very good, detailed and appropriate reference to the music video • Very good use of subject specific terminology
4	4 marks • Good exploration of how women are represented • Response demonstrates accurate knowledge and understanding of representation • Good use of subject specific terminology	4 marks • Good analysis of how women are represented in a music video • Good, reasonably detailed and appropriate reference to the music video • Good use of subject specific terminology
3	3 marks • Satisfactory exploration of how women are represented • Response demonstrates generally accurate knowledge and understanding of representation • Satisfactory use of subject specific terminology	3 marks • Satisfactory analysis of how women are represented in a music video • Satisfactory reference to the music video • Satisfactory use of subject specific terminology
2	2 marks • Basic analysis of how women are represented in a contemporary music video • Basic reference to the music video • Basic use of subject specific terminology	2 marks • Basic analysis of how women are represented in a music video • Limited reference to the music video • Basic use of subject specific terminology
1	1 mark • Minimal exploration of how women are represented • Lacks use of subject specific terminology	1 mark • Minimal, if any, analysis of how women are represented in a music video • Minimal, if any, reference to the music video • Lacks use of subject specific terminology.
0	0 marks Response not worthy of credit / not attempted	0 marks Response not worthy of credit / not attempted

Indicative content

AO1 Answers should demonstrate knowledge and understanding of how women are represented.

Answers may include:

- The positive and/or negative representation of women
- The use of stereotypes (which may conform or challenge the stereotypical / ideological view of women)
- Representations of gender – masculinity / femininity - the conformity of these representations – how they challenge or reinforce gender representation
- The construction of representations - technical codes, visual codes and symbolic codes (including gesture, dress, body language, setting/location, object/instruments, colour).
- The narrative - lyrical, artistic, live performance, bricolage.

AO2 Answers should apply their knowledge and understanding of the concept of representations through the application to an appropriate case study of a music video for an artist or a band.

Areas to consider are:

- how an audience is positioned
- stereotyping/cultural shorthand
- dominant ideologies
- femininity traits
- re-enforces the stereotype of female behaviour
- domesticated
- objectified
- narrow version of reality
- reflects society's norms and values
- cultural beliefs
- challenges/subverts against stereotype
- countertype
- archetype
- verisimilitude
- mediated version – producer encodes message
- decoded based on audience demographics, beliefs etc
- camera shots/framing/angles used such as high angle, low angles, vertical framing, canted shot, pov, two shots etc
- dress code including colour connotations
- time manipulation – slow, fast, freeze frames, flashbacks, flashforwards

All valid alternatives should be credited.