



GCSE MARKING SCHEME

SUMMER 2024

MEDIA STUDIES – UNIT 2
3680U20-1

About this marking scheme

The purpose of this marking scheme is to provide teachers, learners, and other interested parties, with an understanding of the assessment criteria used to assess this specific assessment.

This marking scheme reflects the criteria by which this assessment was marked in a live series and was finalised following detailed discussion at an examiners' conference. A team of qualified examiners were trained specifically in the application of this marking scheme. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners. It may not be possible, or appropriate, to capture every variation that a candidate may present in their responses within this marking scheme. However, during the training conference, examiners were guided in using their professional judgement to credit alternative valid responses as instructed by the document, and through reviewing exemplar responses.

Without the benefit of participation in the examiners' conference, teachers, learners and other users, may have different views on certain matters of detail or interpretation. Therefore, it is strongly recommended that this marking scheme is used alongside other guidance, such as published exemplar materials or Guidance for Teaching. This marking scheme is final and will not be changed, unless in the event that a clear error is identified, as it reflects the criteria used to assess candidate responses during the live series.

GCSE MEDIA STUDIES – UNIT 2

SUMMER 2024 MARK SCHEME

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

- 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 product

Section A: Wales on Television

Quality of written communication, including spelling, punctuation and grammar, will be assessed in question 1 (d).

- 0 1** (a) Name one online streaming service where audiences can watch television programmes? [1]

Award one mark for the appropriate streaming service identified. Answers could include:

AO1 Demonstrate knowledge and understanding of the key concepts of media studies
• BBC iPlayer • S4C clic • ITVX • Netflix • Disney Plus • Now • Prime Video • Apple TV Plus • Paramount Plus Any other valid alternatives.

- (b) Identify three advantages for audiences of watching television programmes online. [3]

One mark for each appropriate advantage

AO1 Demonstrate knowledge and understanding of the key concepts of media studies
• personalization – choose your own programmes • watch what you want,
• accessibility – everyday usage • watch when you want
• available on a range of devices – mobile phones, laptops, ipads, games consoles
• range of choice
• a variety of platforms
• box set – watch whole series consecutively, binge TV
• Any other valid alternatives.

- (c) Briefly explain the impact of digital technology on television organisations (for example, BBC or S4C). [6]

Mark	AO1 Demonstrate knowledge and understanding of the key concepts of media studies
6 marks	Excellent, perceptive explanation of the impact of digital technology demonstrating excellent knowledge and understanding of a range of digital technologies and the impact on the television organisations.
5 marks	Very good, perceptive explanation of the impact of digital technology demonstrating detailed and accurate knowledge and understanding of a range of digital technologies and the impact on television organisations.
4 marks	Good explanation of the impact of digital technology demonstrating accurate knowledge and understanding of digital technologies and the impact on television organisations.
3 marks	Satisfactory explanation of the impact of digital technology demonstrating generally accurate knowledge and understanding of a range of digital technologies and the impact on television organisations.
2 marks	Basic explanation of the impact of digital technology demonstrating limited knowledge and understanding of a range of digital technologies and the impact on television organisations.
1 mark	Minimal explanation of the impact of digital technology studied, demonstrating minimal knowledge and understanding the impact on television organisations.
0 marks	Response not credit worthy / not attempted

Indicative content

Answers may include:

- increasing and building audiences
- developing new types of audiences such as new younger tech savvy digital users
- increasing revenues by selling programmes to other organisations
- exploring new forms of scheduling
- opportunities for new producers and talent
- piloting new programmes and content
- archiving older programmes
- increased advertising revenues for commercial broadcasters

Many answers may focus on the increasing advantages for audiences which could infer organisational benefits.

Some candidates may explore aspects of digital production such as use of digital cameras, sound and editing.

Any other valid alternatives.

- (d) Explore how media language is used to construct stereotypes in the programme you have studied. [20]

In your answer, you may refer to:

- gender and/or age
- visual and audio codes

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	9-10 marks • excellent, perceptive exploration of how media language is used to construct stereotypes in the TV programme studied • response demonstrates detailed and accurate knowledge and understanding of the key concepts of media studies	9-10 marks • excellent, detailed analysis of the TV programme studied, which engages fully with sophisticated aspects of how media language is used to construct stereotypes • excellent, detailed and appropriate reference to narrative / genre, representation and audience uses and pleasures • excellent, well-reasoned judgements and conclusions regarding how the TV programme uses media language to construct stereotypes to appeal to audiences
	The answer is well organised and presented in a highly appropriate manner using accurate and appropriate subject terminology, with accurate grammar, punctuation and spelling.	
4	7-8 marks • good exploration of how media language is used to construct stereotypes in the TV programme studied • response demonstrates accurate knowledge and understanding of the key concepts of media studies	7-8 marks • good reasonably detailed analysis of the TV programme studied, which engages fully with aspects of how media language is used to construct stereotypes • good, reasonably, detailed and appropriate reference to narrative / genre, representation and audience uses and pleasures • good, reasoned judgements and conclusions regarding how well the TV programme uses media language to construct stereotypes to appeal to audiences
	The answer is mostly well organised and presented in an appropriate manner using generally accurate and appropriate subject terminology, with accurate grammar, punctuation and spelling.	

3	5-6 marks • satisfactory exploration of how media language is used to construct stereotypes in the TV programme studied • response demonstrates satisfactory knowledge and understanding of the key concepts of media studies	5-6 marks • satisfactory analysis of the TV programme studied although the focus is on obvious aspects of how media language is used to construct stereotypes and lapses into description • satisfactory reference to narrative / genre, representation and audience uses and pleasures • satisfactory, generally reasoned judgements and conclusions regarding how well the TV programme uses media language to construct stereotypes to appeal to audiences
	The answer is partly organised with some use of subject terminology, and generally accurate grammar, punctuation and spelling	
2	3-4 marks • basic exploration of how media language is used to construct stereotypes in the programme studied • response demonstrates limited knowledge and understanding of the key concepts of media studies	3-4 marks • basic analysis of the TV programme studied, although there is a tendency to describe • limited reference to narrative / genre, representation and audience uses and pleasures • limited evidence of reasoned judgements and conclusions regarding how well the TV programme studied uses media language to construct stereotypes to appeal to audiences
	The answer shows a limited level of organisation and basic use of subject terminology with some errors in grammar, punctuation and spelling affecting clarity of communication.	
1	1-2 marks • minimal exploration of how media language is used to construct stereotypes in the programme studied	1-2 marks • minimal, if any, analysis of the TV programme studied - the response is descriptive • minimal, if any, reference to narrative / genre, representation and audience uses and pleasures • lacks judgements and conclusions regarding how well the TV programme studied uses media language to construct stereotypes to appeal to audiences
	The answer shows very little organisation and very limited use of subject terminology with many errors in grammar, punctuation and spelling affecting clarity of communication.	
	0 marks Response not credit worthy / not attempted	0 marks Response not credit worthy / not attempted

Indicative content

AO1

Answer should demonstrate knowledge and understanding of stereotyping and how this constructs representations of either gender or age demonstrated through reference to:

The process of stereotyping as:

- a process of categorisation
- a process of repetition
- a process of evaluation

A simple definition may be used by candidates such as:

'a stereotype is a generalized belief about a particular category of people. It is an expectation that people might have about every person of a particular group.'

The groups in question could be:

- Gender
- Age groups
- an awareness of genre codes and conventions such as characters and locations and how these construct stereotypes
- technical codes.
- an awareness of symbolic codes such as settings, locations, mise-en-scène, objects/ props

Answers could demonstrate knowledge and understanding of narrative structures, including:

- the possible discussion of storyline, themes and plots.
- the possible knowledge of narrative structures including e.g. Propp – Character.

Answers should demonstrate knowledge and understanding of representation and how these representations of gender and/or age are constructed through the use of:

- visual codes – e.g. body language, facial expressions, location and dress codes
- audio codes of dialogue/speech, sound effects and music.
- modes of address – e.g. direct, indirect and/or language
- the use of stereotyping e.g. construction – selecting and editing, positive and negative stereotyping.
- Stereotyping of Wales • Positive/ negative representation
- Challenging stereotypes
- Offering alternative representations
- representations of gender and age in Wales.

Answers could also refer to other episodes of the TV programme studied or other relevant programmes/series to help evidence candidates' knowledge and understanding within the context of the question.

AO2

The application of knowledge and understanding will be demonstrated through explanation of examples studied:

Gavin and Stacey

- representation – upholds the traditional stereotypes of gender in Wales– the Welsh Mam Gwen, the 'dizzy blonde', Stacey, Bryn the effeminate Welsh male, Gavin as childish lad with Smithy, Mick as dominant father figure, Pam as gossipy middle aged mum.
- Challenges some stereotypes of Wales – Nessa as alternative, independent, dominant ageing Goth, Doris as independent active elderly female.
- audiences –. The episode appeals to a broad demographic C1, C2, D, E. Originally a BBC 3 programme – targeting a younger audience, but has crossover to mainstream.
- audiences – uses and gratifications – escapism, humour. Personal identity – iconographic Welsh location – Barry Island. Comic look at national identity, families, English / Welsh divide in class shown through age and gender.
- Empathy/sympathy for characters.

Weatherman Walking

- genre appeals – contemporary light entertainment programme offering factual information regarding Wales.
- Narrative - Derek Brockway meets with residents/ local historians and accompanies them on a well-known walking route within two regions in Wales. The programme offers historical information regarding the location and informs the audience of walks within Wales. There is a relaxed feel to the narrative. Derek Brockway interviews various individuals and is the main 'character' within the episode
- Stereotypes of age and gender – use of locals / experts both male and female but invariably middle aged or more elderly
- Stereotype of male presenter (although interestingly recent episodes have included a second female presenter)
- representation – positive representation of gender although mostly male experts
- Stereotypes of age and gender – use of locals / experts both male and female but invariably middle aged or more elderly
- Absence of young people suggests much older demographic
- It challenges the stereotype of the 'valleys' usually linked to Wales. Derek's friendly and informal manner, represent him as a dependable host who the audience warm to. The other guests are also represented as informed and educated people
- audiences – appeals to Welsh audiences. The episode appeals to a broad demographic of ABC1. Derek Brockway is an established, well-known figure within Wales and is part of the BBC Wales brand
- audiences – uses and gratifications - escapism, national identity – pride in their country. Personal identity – reinforcing them as ABC1 individuals due to the cultural and historical nature of the programme, this also reinforces the BBC brand of quality and informative programme which appeals to ABC1 audiences. Issues of audience appeal as Derek Brockway is a very well-known person on BBC 1 Wales. Appeals to his fan base. Education / Information – regarding walks in Wales and Welsh history.

Rownd a Rownd

- genre appeals – contemporary on-going drama, soap opera, audio codes such as the upbeat music and the Welsh language.
- Originally targeting an adolescent and young adult audience with the original story based on teenagers' paper rounds but has since broadened its appeal to include adult, family life and the local community
- narrative – deals with life within an imaginary village in North Wales. The variation of stock characters appeals to a broad range of audiences.
- Wide range of opportunities to explore stereotypes of gender and age
Typical settings which are very familiar to audiences – café, local shop.
Relationships and family conflicts – multi-strand narrative which is ongoing / episodic /. Relatable to lives of the audience. Themes which may be relatable – unemployment, relationships, family life and the associated stereotypes
- Representation – upholds some traditional stereotypes of Wales – the sense of a small community where everybody knows each other. Some locations such as the surrounding mountains show Wales' beauty, but also perhaps uphold the stereotype associated with Wales. For Welsh speakers, a community living its day-to-day life through the medium of Welsh would offer a positive representation of the language. For some viewers from South Wales, it upholds the stereotype that North Wales is far more Welsh and that people who live there are difficult to understand.
- audiences – S4C has a very diverse audience as it is the only Welsh channel.
- Traditionally, its core viewers are ABC1, but the working-class nature of many of the characters and the fact that the programme is geared towards a younger audience it attracts viewers from all demographic ranges.
- audiences – uses and gratifications – escapism, social interaction, personal identity, empathy/sympathy with characters.

Pobl Port Talbot

- genre appeals - contemporary light entertainment programme offering factual information regarding Port Talbot / hybrid – fly on the wall / documentary
- narrative – tells the story of characters and local 'personalities' of the town. The variation of characters appeals to a wide cross –section of audiences. Narrator keeps audiences informed throughout with key facts about the history of the town and various characters who live there. Various themes include – history, the social aspect of the town, education, humour, industry and the intrinsic link it has with the local community e.g. the tragedy suffered by some families
- often male dominated, workers at Tata steel etc
- wide range of ages explored parents, children , older people and the effect on the town, middle aged people working in the community
- representation – it appears to be a very stereotypical representation of Wales, accent, working class families, industrial landscape. But some challenges to this representation appear with the beach, Port Talbot as a holiday destination. For Welsh speaking audiences, it would challenge the stereotype that these communities cannot speak Welsh confidently. Shows the community in a new light.
- audiences – S4C has a very diverse audience as it is the only Welsh channel. Traditionally, its core viewers are ABC1, but the working class nature of many of the characters attracts viewers from all demographic ranges.
- audiences – uses and gratifications – personal identity, information / education, challenges their notion of national identity, empathy/sympathy with characters

All valid alternatives should be credited.

Section B: Contemporary Hollywood Film

Answer on the contemporary Hollywood film you have studied

0 2

(a) Identify **one** key stage of the film production process.

[1]

AO1 Demonstrate knowledge and understanding of the key concepts of media studies	
1 mark for an appropriate response	
Production stages to include: • preproduction • production • post production	
Other valid responses could include:	
For preproduction • scriptwriting • casting • storyboarding • set design • costume design • props design	
For production • principal photography	
For post production • editing	
Any other valid alternatives.	

- (b) Briefly explain why this stage of the production process is important. [3]

Mark	AO1 Demonstrate knowledge and understanding of the key concepts of media studies
3	Satisfactory explanation of the chosen stage of production demonstrating generally accurate knowledge and understanding of its importance.
2	Basic explanation of the chosen stage of production with limited knowledge and understanding of its importance.
1	Minimal explanation of the chosen stage of production demonstrating minimal knowledge and understanding of its importance.
0	Response not credit worthy / not attempted

Indicative content

A wide range of brief explanations may include:

Preproduction

- importance of planning and research in preproduction prior to principal photography
- importance of casting and scriptwriting and appeal to audiences
- getting the right stars and actors – for quality performances
- ensuring you have secured funding
- design of sets and costumes

Production

- ensuring quality of cinematography is of sufficient quality
- sets and locations are appropriate and offer visual spectacle

Post production

- ensuring sound quality in music and sound effects in editing
- SFX
- continuity is maintained throughout

Any other valid alternatives.

- (c) Explain how stars are used in the marketing of the film you have studied. [6]

Mark	AO1 Demonstrate knowledge and understanding of the key concepts of media studies
6	Excellent, perceptive explanation of the use of stars in the marketing of the film studied demonstrating excellent knowledge and understanding of the use of stars and film marketing.
5	Very good perceptive explanation of the importance of stars in the marketing of the film studied demonstrating detailed and accurate knowledge and understanding of the use of stars and film marketing.
4	Good explanation of the use of stars in the marketing of the film studied demonstrating accurate knowledge and understanding the use of stars in film marketing.
3	Satisfactory explanation of the use of stars in the marketing of the film studied demonstrating generally accurate knowledge and understanding of the use of stars in film marketing.
2	Basic explanation of the use of stars in the marketing of the film studied demonstrating limited knowledge and understanding of the use of stars in film marketing.
1	Minimal explanation of the use of stars in the marketing of the film studied demonstrating minimal knowledge and understanding the use of stars in film marketing.
0	Response not credit worthy / not attempted

Indicative content.

Answers may include reference to the use of stars in film marketing.

Some candidates may explore in general terms use of stars in film marketing and promotion through:

- advertising
- publicity
- merchandising

Or be more specific through use of stars in

- adverts
- posters
- trailers

In publicity

In print

- newspaper stories about stars, editorial
- stars in film reviews
- stars in film magazines on covers or in editorials or reviews
- stars on television chat shows
- stars on the news

On the web

- stars on production websites
- stars on social media
- fan sites

In merchandising

- toys
- games
- books
- clothes

Why stars have been used should include:

- audience appeal of stars
- branding of a film through stars
- stars contracted to be used in marketing and promotion of a film.

Any other valid alternatives.

0 3 Explore how camerawork is used in **one** key sequence from your chosen film. [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 camerawork in mainstream Hollywood franchise films - response demonstrates detailed and accurate knowledge and understanding of camerawork within this context	5 marks - very good, perceptive analysis of camerawork in mainstream Hollywood franchise films - very good, detailed and accurate reference to the film studied - very good, reasoned judgements and conclusions regarding camerawork within this context
	Very good, consistent use of subject specific terminology, including reference to theoretical perspectives	
4	4 marks - good exploration of camerawork within mainstream Hollywood franchise films - response demonstrates accurate knowledge and understanding of camerawork within this context	4 marks - good, reasonably detailed analysis of camerawork within mainstream Hollywood franchise films - good, reasonably detailed and appropriate reference to the film studied - good, reasoned judgements and conclusions regarding camerawork within this context
	Good use of subject specific terminology	
3	3 marks - satisfactory exploration of the use of camerawork within mainstream Hollywood franchise films - response demonstrates generally accurate knowledge and understanding of the use of camerawork within this context	3 marks - satisfactory analysis of the use of camerawork within mainstream Hollywood franchise films - satisfactory reference to the film studied
	Satisfactory use of subject specific terminology	
2	2 marks - basic exploration of the use of camerawork within mainstream Hollywood franchise films - response demonstrates basic knowledge and understanding of the use of camerawork within this context	2 marks - basic analysis of the use of camerawork within mainstream Hollywood franchise films - basic references to the film studied
	Limited use of subject specific terminology, sometimes with a lack of relevance, clarity or accuracy	

1	1 mark minimal exploration of the use of camerawork within mainstream Hollywood franchise films	1 mark - minimal, if any, analysis of the use of camerawork within mainstream Hollywood franchise films - minimal reference to the film studied
	Minimal use of subject specific terminology, with a lack of relevance, clarity and accuracy	
	0 marks Response not credit worthy/not attempted	0 marks Response not credit worthy/not attempted

Indicative content.

Answers may include reference to aspects of camerawork/ cinematography

- **camera distance**
- **camera shots**
- **camera angles**
- **camera movement**

camera distance/shots

- close up
- long shot
- medium shot
- big close up
- extreme long shot
- wide shot

camera angles

- high
- low
- eye level
- ariel shot
- birds eye
- worms eye
- dutch tilt
- point of view
- over the shoulder

camera movement

- pans
- tilt
- crabbing
- tracking
- dolly
- zoom

camera focus

- **foreground**
- **background**
- **mid ground**

Candidates awarded marks in the higher bands should show evidence of detailed exploration of camerawork in a chosen sequence and how this is used to build a narrative sequence and or appeal to audiences through positioning.

Candidates who offer only discrete listing of the camera shots in their response should not be awarded above Band 2.

0	4
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Explain how the opening sequence of the film you have studied appeals to audiences.

[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 understanding of how the opening sequence of the film you have studied appeals to audiences. - response demonstrates detailed and accurate knowledge and understanding of how the opening sequence of the film studied appeals to audiences.	5 marks - very good, perceptive analysis and understanding of how the opening sequence of the film studied appeals to audiences. - very good, detailed and accurate reference to the film studied - very good, reasoned judgements and conclusions regarding understanding of how the opening sequence of the film studied appeals to audiences.
	Very good, consistent use of subject specific terminology, including reference to theoretical perspectives	
4	4 marks - good exploration of understanding of how the opening sequence of the film studied appeals to audiences. - response demonstrates accurate knowledge and understanding of how the opening sequence of the film studied appeals to audiences.	4 marks - good, reasonably detailed analysis and understanding of how the opening sequence of the film studied appeals to audiences. - good, reasonably detailed and appropriate reference to the film studied - good, reasoned judgements and conclusions regarding how the opening sequence of the film studied appeals to audiences.
	Good use of subject specific terminology	
3	3 marks - satisfactory exploration of how the opening sequence of the film studied appeals to audiences. - response demonstrates generally accurate knowledge and understanding of how the opening sequence of the film studied appeals to audiences.	3 marks - satisfactory analysis of how the opening sequence of the film studied appeals to audiences. - satisfactory reference to the film studied
	Satisfactory use of subject specific terminology	

2	2 marks • basic exploration of how the opening sequence of the film studied appeals to audiences. • response demonstrates basic knowledge and understanding of how the opening sequence of the film studied appeals to audiences.	2 marks • basic analysis of how the opening sequence of the film studied appeals to audiences. • basic references to the film studied
	Limited use of subject specific terminology, sometimes with a lack of relevance, clarity or accuracy	
1	1 mark • minimal exploration of how the opening sequence of the film studied appeals to audiences.	1 mark • minimal, if any, analysis of how the opening sequence of the film studied appeals to audiences • minimal reference to the film studied
	Minimal use of subject specific terminology, with a lack of relevance, clarity and accuracy	
	0 marks Response not credit worthy/not attempted	0 marks Response not credit worthy/not attempted

Indicative content

Candidates are required to explore how the opening sequence of the film studied appeals to audiences which may include reference to narrative.

- **storylines**
- **characters**
- **structure**

Storylines

- storyline, themes and plots
- narrative arcs
- use of settings and locations
- time periods

Characters

- use of types of character functions with the chosen Hollywood franchise film
- Propp's character functions
- hero / protagonist
- villain / antagonist
- heroine
- father
- helper
- donor
- mentor

Narrative structures

- linear
- chronological
- multi-strand

- Todorov's narrative structure
- equilibrium/ disequilibrium/ new equilibrium
- tension/closure/resolution

- Barthes narrative codes
- hermeneutic
- proairetic
- semantic
- symbolic
- cultural

Structural codes

Levi Strauss

- binary opposites
- conflicts
- hero vs. villain
- good vs. evil

Answers may also explore aspects of media language such as

- cinematography
- mise-en-scène
- sound codes

Some candidates may also make reference to wider organisational issues such as

- production companies
- stars
- directors.