

**2017 specification**  
first exams in 2019

# Practice Papers for GCSE WJEC Media Studies

*Unit 1: Exploring the Media*

[zigzageducation.co.uk](http://zigzageducation.co.uk)

**POD  
9162**

Publish your own work... Write to a brief...  
Register at [publishmenow.co.uk](http://publishmenow.co.uk)

Follow us on Twitter [@ZigZagMediaFilm](https://twitter.com/ZigZagMediaFilm)

# Contents

Thank You for Choosing ZigZag Education.....	
Teacher Feedback Opportunity.....	
Terms and Conditions of Use .....	
Teacher's Introduction.....	
Unit 1 Texts .....	
Examination Information.....	
The Assessment Objectives .....	
Using the Mark Schemes and the Indicative Content .....	
Examination Tip.....	
Practice Papers .....	
Practice Paper 1 .....	
Section A: Representations – video games, advertising and newspapers.....	
Section B: Music .....	
Mark Scheme Paper 1 Unit 1 .....	
Practice Paper 2 .....	
Section A: Representations – video games, advertising and newspapers.....	
Section B: Music .....	
Mark Scheme Paper 2 Unit 1 .....	
Practice Paper 3 .....	
Section A: Representations – video games, advertising and newspapers.....	
Section B: Music .....	
Mark Scheme Paper 3 Unit 1 .....	
Practice Paper 4 .....	
Section A: Representations – video games, advertising and newspapers.....	
Section B: Music .....	
Mark Scheme Paper 4 Unit 1 .....	

INSPECTION COPY

COPYRIGHT  
PROTECTED





# Teacher's Introduction

This material is intended to help prepare students for the 2017 WJEC (3680QS) GCSE Media Studies: Exploring the Media, examined from 2019 onwards.

**Four full examination papers** are provided, each one closely modelled on WJEC's new exam. Each paper includes mark schemes and indicative content for each question.

The questions used in the pack are based on WJEC's guidance, covering the key topics for the exam, and questions relating to all aspects of the theoretical framework.

Four **unseen** texts are included, one for each exam paper, as indicated by WJEC.

Working through all four papers will provide students with an excellent opportunity not only to extend and refine their knowledge of the specification, but also to get used to the question style, format and approach of the exam, and to practise their examination skills and techniques.

**Extensive mark schemes** are provided for every question. Each mark scheme gives either a mark scheme or indicative content for that question. Mark schemes can be used for teacher assessment, peer assessment or self-assessment.

**Detailed indicative content** is included along with a mark scheme for each relevant question. This gives teachers a clear idea of what kind of ideas *could* be addressed in the answer. It helps students to extend their knowledge and their exam technique. In the indicative content, we have provided general points that could be addressed by the student, and also more specific points related to particular texts. Where there is no specific text on the board, we have included relevant, popular examples of products. Of course, centres can adapt the indicative content to the category, and all general points within the indicative content will be applicable.

NB: If students and teachers would like to study the exam format in more depth, analyse the types of questions, understanding the mark schemes and practising and applying their exam technique to past Studies exams, then ZigZag also has a detailed and helpful **Exam Preparation Guide** for this specification: [zzed.uk/9162-exam-prep](http://zzed.uk/9162-exam-prep)

Section A: Representation		
<b>Paper 1</b>	Unseen contemporary advert; to be compared to a historic advert	Music radio Social media Music magazines Music videos (e.g. YouTube)
<b>Paper 2</b>	Unseen newspaper	Music radio Social media Music magazines Music videos (historic)
<b>Paper 3</b>	Unseen video games	Music radio Social media Music magazines Music videos (contemporary)
<b>Paper 4</b>	Unseen contemporary advert; to be compared to either a contemporary or a historic advert	Music radio Social media Music magazines Magazine websites

## Free Updates!

Register your email address to receive any future free updates to this resource or other Media Studies resources you've purchased, and details of any promotions for your school.

\* resulting from minor specification changes, suggestions from teachers and peer reviews, or occasional errors reported by customers

[Go to zzed.uk/freeupdates](http://zzed.uk/freeupdates)

INSPECTION COPY

**COPYRIGHT  
PROTECTED**



## Unit 1 Texts

In the indicative content, we have provided both general points to be covered by specific points related to particular texts. Where there is no set text provided by the indicative content, we have included relevant, popular examples of products. Of course, centres can choose their own products, and all general points within the indicative content will be applicable. The indicative content resource includes:

### Advertising

- Schlitz beer, historic advert [zzed.uk/9162-shlitz-beer](http://zzed.uk/9162-shlitz-beer)
- This Girl Can, contemporary advert [zzed.uk/9162-this-girl-can](http://zzed.uk/9162-this-girl-can)

### Video games

- *Grand Theft Auto V*, can be seen at: [zzed.uk/9162-GTA-V](http://zzed.uk/9162-GTA-V)

### Newspapers

- *The Mirror* Thursday 10<sup>th</sup> November, 2016, can be seen at: [zzed.uk/9162-The-Mirror](http://zzed.uk/9162-The-Mirror)

### Social media:

- Taylor Swift: Facebook, Instagram, Twitter

### Music videos:

- 'Roar' (Katy Perry) [zzed.uk/9162-roar](http://zzed.uk/9162-roar)
- 'History' (One Direction) [zzed.uk/9162-history](http://zzed.uk/9162-history)

### Music magazines:

- *Kerrang!* 05/05/2018, can be seen at: [zzed.uk/9162-kerrang](http://zzed.uk/9162-kerrang)

### Music radio:

- The Lauren Laverne Show, BBC Radio 6 Music, can be listened to from: [zzed.uk/9162-lauren-laverne](http://zzed.uk/9162-lauren-laverne)

### 'Unseen' texts:

Colour copies of the unseen texts can be found at [zzed.uk/freeupdates](http://zzed.uk/freeupdates)

The unseen texts are:

- Paper 1 advertisement: Jimmy Choo 'Man'
- Paper 2 *The Daily Mail* front page from August 28<sup>th</sup>, 2015
- Paper 3 video game box art for *Thimbleweed Park* video game
- Paper 4 advertisement: Maybelline cosmetics

**COPYRIGHT  
PROTECTED**



# Examination Information

The exam consists of two papers, each one of 1 hour 30 minutes.

## **Unit One, 1 hour 30 minutes, 60 marks**

**Section A:** Representation in advertising, video games or newspapers

- Media Language and the Representation of gender in advertising or video games  
OR
- Media Language and the Representation of events in newspapers
- Section A will include an unseen text
- Will cover Media Language, Representations, and perhaps Contexts

**Section B:** Music

- Social media and websites of music artists
- Music videos
- Music magazines
- Music radio
- Questions on any of: Media Language, Representations, Audiences, Industries

## **Unit Two, 1 hour 30 minutes, 60 marks**

**Section A:** Television

- Questions on any of: Media Language, Representations, Audiences, Industries
- One of the following set products must be referred to:
  - *Gavin and Stacey*
  - *Weatherman Walking*
  - *Rownd a Rownd*
  - *Pobl Port Talbot*

**Section B:** Contemporary Hollywood film

- Will require reference to a chosen text from a contemporary Hollywood franchise
- Questions on any of: Media Language, Audiences, Industries

## **The Assessment Objectives**

The examinations assess students against AO1 and AO2. AO3 is assessed via the NEA (coursework).

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

For Unit 1, AO1 is worth 10% while AO2 is worth 20%. This means that in Unit 1, analysis is tested more than knowledge and understanding.

For Unit 2, AO1 is worth 20% while AO2 is worth 10%. This means that in Unit 2, knowledge and understanding are tested more than analysis skills.

INSPECTION COPY

**COPYRIGHT  
PROTECTED**



## Using the Mark Schemes and the Indicative Content

The mark schemes are based on those provided by WJEC. The mark schemes set out the criteria for marking and are a general guide, used on a best-fit basis. This means that strengths in one area can outweigh weaknesses in another area.

The indicative content is there to show you what kind of points could be considered. It is not a list of points that must always be given due credit. There is no expectation that you should cover the points in the indicative content and certainly no expectation that you should cover ALL the points in the indicative content.

## Examination Tips

- Answer all the questions.
- In Unit Two, answer the television questions on the programme you have studied and the film questions on the film you have studied.
- Timing issues – as a very rough guide, there are about 1.5 minutes per mark (on a 30-minute paper). Therefore a 5-mark question in Unit 1 should take you about 7.5 minutes to write; a 20-mark question should take you about 30 minutes to plan and write. This is only a very rough guide and allow for some thinking and checking time. The time you can write in each answer should be guided by this.
- The Quality of Written Communication (QWC) includes spelling, grammar, punctuation and is only considered in Unit Two in the long 20-mark question (Question 1d). It is worth 3 marks.
- Shorter answers should still be clear and easy to understand, but QWC is not considered for these.
- Your answers may show either breadth (covering a lot of points in not much detail) or depth (covering a few points but addressing these in more detail). There will never be time to cover everything.
- Strengths in one area can outweigh weaknesses in another area, and marking is based on what you have written rather than what you have not included.
- In Media Studies, there are always many possible ways to respond to questions. Atypical answers will always be given due credit if they meet the mark scheme criteria.

**COPYRIGHT  
PROTECTED**



## GCSE Media Studies

### Unit 1: Exploring the Media

### Practice Paper 1

Name	
------	--

#### Time allowed

1 hour 30 minutes

#### Instructions

- Answer all the questions to Section A **and** Section B.
- Cross out any work you do not wish to be marked.

#### Information

- The number of marks of each question is shown in brackets. Use this to help you decide how long to spend on each answer.
- Spend approximately 45 minutes on Section A and approximately 45 minutes on Section B.
- Use relevant theories and subject-specific terminology where appropriate.

INSPECTION COPY

**COPYRIGHT  
PROTECTED**



## Section A: Representations – video games, advertising

Study the advert shown on the following page and then answer the questions.

The advert shown on the following page is for a new fragrance for men. It features the male actor Kit Harrington, who has recently played Jon Snow in *Game of Thrones*. The advert was produced in 2015 and featured in magazines.

1. (a) Briefly explain how men are represented in this print advertisement.
- (b) Briefly explain how design and layout are used in this print advertisement.
- (c) Explore how aspects of costume are used to convey meaning in this advertisement.
- (d) Compare how gender is represented in this print advertisement with another print advertisement that you have studied.

In your answer you should refer to how both use:

- narrative features
- images
- stereotypes

## Section B: Music

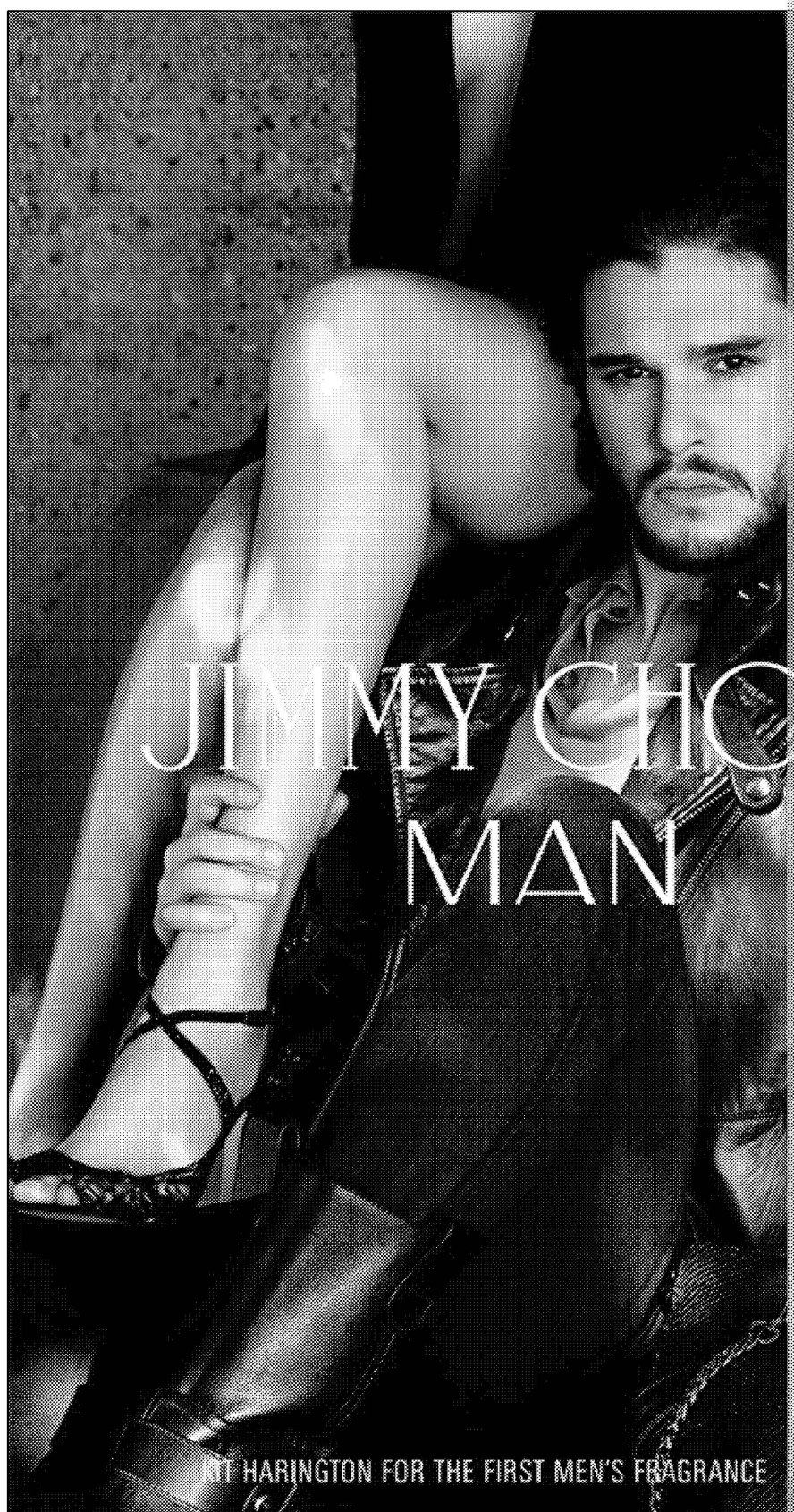
2. (a) Identify **one** way social media can be used to promote **either** an artist or a band.
  - (b) Outline **two** reasons why a band's or artist's social media target audience is important.
  - (c) Briefly explain the purpose(s) of music radio programmes.
3. Explain how music magazines use media language to convey their genre. Refer to a magazine that you have studied.
  4. Explore how music videos are used to establish the persona of the artist. Refer to a music video that you have studied.

INSPECTION COPY

COPYRIGHT  
PROTECTED







*The Jimmy Choo Man Campaign starring Kit Harrington and photographed by Peter Lindbergh*

INSPECTION COPY

**COPYRIGHT  
PROTECTED**



## Mark Scheme Paper 1 Unit 1

### Section A: Representations – video games, advertising and new

1. (a) Briefly explain how men are represented in this print advertisement.

AO2	
Apply knowledge and understanding of the key concepts to analyse	
1 mark for each relevant point up to a total of 2 marks	
<p>Answers may include:</p> <ul style="list-style-type: none"> <li>Kit Harrington is a successful, well-known and attractive actor who is admired.</li> <li>Intertextual references to Harrington's character in <i>Game of Thrones</i>.</li> <li>His facial expression is challenging, making him seem 'tough'.</li> <li>His body language includes holding a partially nude woman, suggesting women.</li> </ul>	
<b>All valid points should be given due credit.</b>	

- (b) Briefly explain how design and layout are used in this print advertisement.

AO2	
Apply knowledge and understanding of the key concepts to analyse	
1 mark for each relevant point up to a total of 3 marks	
<p>Answers may include:</p> <ul style="list-style-type: none"> <li>Harrington's face is central to the advert, which draws the audience's attention to a recognisable and famous actor.</li> <li>The woman's thigh is also central, suggesting a sexual element.</li> <li>The woman's upper body is cropped, so only her legs and torso are visible, presenting the woman as a sexual object.</li> <li>The product pack shot is on the lower right-hand side, not linked to the main image or association.</li> <li>The colour palette is dark, referencing Harrington's <i>Game of Thrones</i> character. Harrington's face and the woman's legs stand out more.</li> </ul>	
<b>All valid points should be given due credit.</b>	

- (c) Explore how aspects of costume are used to convey meaning in this print advertisement.

AO2		
Band	Apply knowledge and understanding of the key concepts to analyse	
5	5 marks	<ul style="list-style-type: none"> <li>Very good, thorough analysis of the use of costume in the advertisement.</li> <li>Consistent focus on how costume is used to convey meaning.</li> </ul>
4	4 marks	<ul style="list-style-type: none"> <li>Good analysis of the use of costume in the advertisement.</li> <li>Focus on how costume is used to convey meaning.</li> </ul>
3	3 marks	<ul style="list-style-type: none"> <li>Satisfactory analysis of the use of costume in the advertisement.</li> <li>General focus on how costume is used to convey meaning.</li> </ul>
2	2 marks	<ul style="list-style-type: none"> <li>Basic analysis of the use of costume in the advertisement.</li> <li>Limited focus on how costume is used to convey meaning.</li> </ul>
1	1 mark	<ul style="list-style-type: none"> <li>Minimal analysis of the use of costume in the advertisement.</li> <li>Little focus on how costume is used to convey meaning.</li> </ul>
	0 marks	No response given or no work worthy of credit

INSPECTION COPY

COPYRIGHT  
PROTECTED



## Indicative content

Answers may include:

- Harrington's costume is a black leather jacket and black leather motorcycle boots, which connote 'bikers', 'bad boys' and 'tough' men.
- Harrington's costume has intertextual links to his character's costume in other media where he also wears black. This associates Harrington with the attributes of his character.
- Harrington wears an open shirt with no tie, connoting that he is casual.
- Harrington's costume is fully covering him, suggesting men are more modestly clothed in 'tough' clothes.
- The woman's costume is very revealing, suggesting that women are more open and they show more skin.
- The woman's costume suggests an expensive dress. This is reinforced by the diamond ring. This represents her as wealthy or classy.

**All valid points should be given due credit.**

- (d) Compare how gender is represented in this print advertisement with another print advertisement that you have studied.

In your answer you should refer to how both use:

- narrative features
- images
- stereotypes

Band	AO2 Apply knowledge and understanding of the key concepts to	
5	17–20 marks	<ul style="list-style-type: none"> <li>• Excellent analysis of the print advertisement and one other print advertisement which engages fully with issues around representation</li> <li>• Excellent, thorough and relevant comparisons between the two print advertisements</li> <li>• Very good, reasoned and valid judgments and conclusions about representation</li> <li>• Very good, frequent use of relevant subject-specific terminology</li> </ul>
4	13–16 marks	<ul style="list-style-type: none"> <li>• Good analysis of the print advertisement and one other print advertisement which engages well with issues around representation</li> <li>• Good and reasonably thorough comparisons between the two print advertisements</li> <li>• Good, valid judgments and conclusions about representation</li> <li>• Good use of relevant subject-specific terminology</li> </ul>
3	9–12 marks	<ul style="list-style-type: none"> <li>• Satisfactory analysis of the print advertisement and one other print advertisement which engages with some issues around representation</li> <li>• Satisfactory comparisons between the two print advertisements</li> <li>• Satisfactory, generally valid judgments and conclusions about representation</li> <li>• Satisfactory use of relevant subject-specific terminology</li> </ul>
2	5–8 marks	<ul style="list-style-type: none"> <li>• Basic analysis of the print advertisement and one other print advertisement which only partially engages with issues around representation</li> <li>• Basic or few comparisons between the two print advertisements</li> <li>• Limited or irrelevant judgments and conclusions about representation</li> <li>• Basic use of subject-specific terminology, sometimes inaccurately</li> </ul>
1	1–4 marks	<ul style="list-style-type: none"> <li>• Minimal or no analysis of the print advertisement and one other print advertisement with little engagement with issues around representation</li> <li>• Minimal or no comparisons between the two print advertisements</li> <li>• Lacks judgments and conclusions about representation</li> <li>• Minimal or no use of subject-specific terminology, or uses it inaccurately</li> </ul>
	0 marks	<ul style="list-style-type: none"> <li>• No response given or no work worthy of credit</li> </ul>

## Indicative content

Application of knowledge and understanding will be shown through analysis and through comparison of this to other relevant examples that have been shown and apply knowledge and understanding of representation. Answer representation of men, women or both.

Answers should show understanding of how narrative features can be used of gender, such as reference to implied narratives, stated narratives, use of characters, Propp's character types (heroes, villains, princesses, etc.), the oppositions.

Answers should show understanding of how images can be selected and representations of gender, such as reference to body language, dress code, setting and location, props, colour, lighting, cropping, composition and frame juxtaposition.

Answers should show understanding of how stereotypes can be used to represent gender, such as:

- positive and negative stereotypes
- stereotypes of relationships between men and women
- stereotypes of men and women as dominant and subordinate
- stereotypes of men and women as active and passive
- the objectification and sexualisation of women
- the infantilisation of women (women represented as childlike, incapable)
- the effect of the repetition of stereotypes
- whether stereotypes change over time and in response to contexts
- the purpose and function of stereotypes in advertisements
- the views and values conveyed by using certain stereotypes
- how stereotypes can convey, confirm or challenge social values
- how stereotypes relate to social values about masculinity and femininity
- feminist readings such as 'the male gaze'

Comparisons could be made to the Schlitz beer advert which shows women as emotional and incapable. Men are shown as dominant and powerful, through costume (man in a suit, woman in an apron) and through the implied narrative of the housework. There are many similarities to the modern advert where men are dominant and powerful through the use of costume and implied narrative. Women are shown as both adverts.

***All valid points should be given due credit.***

**COPYRIGHT  
PROTECTED**



## Section B: Music

1. (a) Identify **one** way social media can be used to promote **either** a

AO1	
Demonstrate knowledge and understanding of the key	
1 mark for an appropriate answer	
<p>Answers may include:</p> <ul style="list-style-type: none"> <li>to inform the audience about, and to promote new music / events / products</li> <li>to create a sense of connection/intimacy/proximity with / loyalty from fans</li> <li>to develop the persona or brand image of the star by, e.g. sharing images, social and personal information</li> <li>to increase audience engagement</li> <li>to reach new audiences</li> </ul> <p><i>All valid points should be given due credit.</i></p>	

- (b) Outline **two** reasons why a band's or artist's social media target

AO1	
Demonstrate knowledge and understanding of the key	
2 marks for each full explanation, up to a total of 4 marks	
1 mark for each basic explanation, up to a total of 2 marks	
<p>Answers may include:</p> <ul style="list-style-type: none"> <li>The target audience is the most likely to purchase/stream music from the artist or band</li> <li>The target audience is the most likely to purchase merchandise or related products</li> <li>Aiming at a broader group may be wasted effort as it may cost more to reach a wider audience</li> <li>Aiming at a specific demographic or psychographic is most likely to get the message across</li> </ul> <p><i>All valid points should be given due credit.</i></p>	

- (c) Briefly explain the purpose(s) of music radio programmes.

AO1		
Band	Demonstrate knowledge and understanding of the key	
5	5 marks	Very good explanation of the purpose(s) of music radio programmes, showing thorough and relevant knowledge and understanding
4	4 marks	Good explanation of the purpose(s) of music radio programmes, showing good knowledge and understanding
3	3 marks	Satisfactory explanation of the purpose(s) of music radio programmes, showing generally relevant knowledge and understanding
2	2 marks	Basic explanation of the purpose(s) of music radio programmes, showing basic knowledge and understanding
1	1 mark	Minimal explanation of the purpose(s) of music radio programmes, showing minimal knowledge and understanding
	0 marks	No response given or no work worthy of credit

**COPYRIGHT  
PROTECTED**



### Indicative content

Answers may include:

- Music radio programmes may fulfil various aspects of the uses and functions of radio.
- Music radio programmes offer information about new music, bands, and artists.
- Music radio programmes may offer the audience a sense of identity to a particular broadcaster or genre of music.
- Music radio programmes may offer entertainment, escapism and diversion.
- Music radio programmes offer a platform for advertisers to reach specific target groups.
- Music radio programmes may help broadcasters like the BBC fulfil a public service remit to support innovation and creativity or to provide programming for specific audiences.

**All valid points should be given due credit.**

3. Explain how music magazines use media language to convey their genre in a magazine that you have studied.

Award up to 5 marks for each AO.

Band	AO1 Demonstrate knowledge and understanding of the key concepts.	AO2 Apply knowledge and understanding of the key concepts to analyse and evaluate
5	<b>5 marks</b> <ul style="list-style-type: none"> <li>• Very good explanation of how music magazines use media language to convey their genre</li> <li>• Thorough and relevant knowledge and understanding of media language</li> </ul>	<b>5 marks</b> <ul style="list-style-type: none"> <li>• Very good analysis of media language</li> <li>• Very good, thorough and appropriate text</li> <li>• Very good, reasoned conclusions</li> </ul>
	Very good, frequent use of relevant subject-specific terminology	
4	<b>4 marks</b> <ul style="list-style-type: none"> <li>• Good explanation of how music magazines use media language to convey their genre</li> <li>• Relevant knowledge and understanding of media language</li> </ul>	<b>4 marks</b> <ul style="list-style-type: none"> <li>• Good analysis of media language</li> <li>• Good and reasonably appropriate text</li> <li>• Good, valid judgments</li> </ul>
	Good use of relevant subject-specific terminology	
3	<b>3 marks</b> <ul style="list-style-type: none"> <li>• Satisfactory explanation of how music magazines use media language to convey their genre</li> <li>• Satisfactory knowledge and understanding of media language</li> </ul>	<b>3 marks</b> <ul style="list-style-type: none"> <li>• Satisfactory analysis of media language</li> <li>• Satisfactory references to media language</li> <li>• Satisfactory, general conclusions</li> </ul>
	Satisfactory use of relevant subject-specific terminology	
2	<b>2 marks</b> <ul style="list-style-type: none"> <li>• Basic explanation of how music magazines use media language to convey their genre</li> <li>• Basic knowledge and understanding of media language</li> </ul>	<b>2 marks</b> <ul style="list-style-type: none"> <li>• Basic analysis of media language</li> <li>• Basic or minimal references to media language</li> <li>• Limited or irrelevant conclusions</li> </ul>
	Basic use of subject-specific terminology, not always appropriate	



1	<b>1 mark</b> <ul style="list-style-type: none"> <li>Minimal explanation of how music magazines use media language to convey their genre</li> <li>Minimal knowledge and understanding of media language</li> </ul>	<ul style="list-style-type: none"> <li>Minimal or no analysis of media language</li> <li>Lacks reference</li> <li>Lacks judgments</li> </ul>
	Minimal or no use of subject-specific terminology	
	<b>0 marks</b> No response given or no work worthy of credit	

## Indicative content

### AO1

Answers may include discussion of how the codes and conventions of the magazine are used to convey a genre of magazine and music, such as:

- analysis of the title of the magazine
- analysis of aspects of the composition, design and layout of the front cover, such as sophisticated, cluttered, etc.
- analysis of the colour palette and its connotations
- analysis of the central image, the type of artist or band selected, how the image is presented, the camera shot, angle, focus, elements of mise en scène such as lighting, etc.
- the language used in the cover lines and captions, and the mode of address, such as chatty, challenging, etc.
- the use of graphics and logos
- how images are anchored by text and how this positions the audience

### AO2

Application of knowledge and understanding will be shown when it is applied to a relevant example:

An example might be *Kerrang!* magazine where the title reflects the sound of the music; the composition is generally busy and cluttered, reflecting the intense and energetic nature of the genre; the colour palette is often dark, reflecting the dark and perhaps aggressive nature of rock and indie music; the central image often shows bands from this genre with challenging facial expressions; the mode of address is informal and direct, reflecting the closeness with the genre, and so on.

***All valid points should be given due credit.***

**COPYRIGHT  
PROTECTED**



4. Explore how music videos are used to establish the persona of the artist in the video that you have studied.

Award up to 5 marks for each AO.

Band	AO1 Demonstrate knowledge and understanding of the key concepts.	AO2 Apply knowledge and understanding of the key concepts to analysis and evaluation
5	<b>5 marks</b> <ul style="list-style-type: none"> <li>Very good exploration of how music videos use media language and representation to establish the persona of the band or artist</li> <li>Thorough and relevant knowledge and understanding of media language and representation</li> </ul>	<b>5 marks</b> <ul style="list-style-type: none"> <li>Very good analysis of the media language and representation</li> <li>Very good, thorough and appropriate text</li> <li>Very good, reasoned conclusions</li> </ul>
	Very good, frequent use of relevant subject-specific terminology	
4	<b>4 marks</b> <ul style="list-style-type: none"> <li>Good exploration of how music videos use media language and representation to establish the persona of the band or artist</li> <li>Relevant knowledge and understanding of media language and representation</li> </ul>	<b>4 marks</b> <ul style="list-style-type: none"> <li>Good analysis of the media language and representation</li> <li>Good and reasonable text</li> <li>Good, valid judgments</li> </ul>
	Good use of relevant subject-specific terminology	
3	<b>3 marks</b> <ul style="list-style-type: none"> <li>Satisfactory exploration of how music videos use media language and representation to establish the persona of the band or artist</li> <li>Satisfactory knowledge and understanding of media language and representation</li> </ul>	<b>3 marks</b> <ul style="list-style-type: none"> <li>Satisfactory analysis of the media language and representation</li> <li>Satisfactory references</li> <li>Satisfactory, general conclusions</li> </ul>
	Satisfactory use of relevant subject-specific terminology	
2	<b>2 marks</b> <ul style="list-style-type: none"> <li>Basic exploration of how music videos use media language and representation to establish the persona of the band or artist</li> <li>Basic knowledge and understanding of media language and representation</li> </ul>	<b>2 marks</b> <ul style="list-style-type: none"> <li>Basic analysis of the media language and representation</li> <li>Basic or minimal references</li> <li>Limited or irrelevant conclusions</li> </ul>
	Basic use of subject-specific terminology, not always appropriate	
1	<b>1 mark</b> <ul style="list-style-type: none"> <li>Minimal exploration of how music videos use media language and representation to establish the persona of the band or artist</li> <li>Minimal knowledge and understanding of media language and representation</li> </ul>	<b>1 mark</b> <ul style="list-style-type: none"> <li>Minimal or no analysis of the media language and representation</li> <li>Lacks reference to media language and representation</li> <li>Lacks judgments and conclusions</li> </ul>
	Minimal or no use of subject-specific terminology	
	<b>0 marks</b> No response given or no work worthy of credit	

INSPECTION COPY

COPYRIGHT  
PROTECTED



## Indicative content

### AO1

Answers may include:

- the narrative features and / or the performance aspects of the video
- analysis of specific images, how the image is composed, the camera elements of mise en scène such as lighting, location, props, etc.
- the use of techniques such as montage and bricolage
- intertextuality and hybridity, if relevant
- how representations are constructed through the use of aspects of m including visual codes, symbolic codes, technical codes and so on
- representations of gender and / or ethnicity, and how far these are ty
- use of stereotypes and countertypes
- values and ideologies in the representations
- the intended purpose or effect of the persona or image of the artist or

### AO2

Application of knowledge and understanding will be shown when it is appl relevant example:

An example might be the video for 'Roar' by Katy Perry. This is a narrativ intertextual references to Indiana Jones or Tarzan and Jane. The linear and a clear resolution, following Perry's initial dependence on a man, thro and conquering of her environment. Perry represents herself as animalis which may be seen as sexist and self-objectifying, suggesting that sexual sell music. The video can be seen as 'whitewashing' by appropriating 'jur characters such as Mowgli and presenting a 'white' version of them. This largest audience is white, or that they are an audience who would react p message of the video is positive and celebrates female power, but in a w objectifies women. This suggests that Perry is trying to appeal both to fer more traditional views.

***All valid points should be given due credit.***

**COPYRIGHT  
PROTECTED**



## GCSE Media Studies

### Unit 1: Exploring the Media

### Practice Paper 2

Name	
------	--

#### Time allowed

1 hour 30 minutes

#### Instructions

- Answer all the questions to Section A **and** Section B.
- Cross out any work you do not wish to be marked.

#### Information

- The number of marks of each question is shown in brackets. Use this to help you decide how long to spend on each answer.
- Spend approximately 45 minutes on Section A and approximately 45 minutes on Section B.
- Use relevant theories and subject-specific terminology where appropriate.

INSPECTION COPY

**COPYRIGHT  
PROTECTED**



## Section A: Representations – video games, advertising

*Study the newspaper shown on the following page and then answer the questions.*

*The newspaper shown on the following page is from The Daily Mail, 28th April 2017. It is a British middle-market tabloid newspaper.*

1. (a) Briefly explain how migration is represented in this newspaper.
- (b) Briefly explain how headlines are used in this newspaper.
- (c) Explore how composition is used to communicate meanings in this newspaper.
- (d) Compare how events are represented in this newspaper and in the texts you have studied.

In your answer you should refer to:

- codes and conventions
- mode of address
- ideology

## Section B: Music

2. (a) Identify **one** way a music radio programme promotes **either** an individual artist or a genre.
- (b) Outline **two** reasons why music radio programmes target specific audiences.
- (c) Briefly explain how a band's or artist's social media presence works to promote their music.
3. Explain how music magazines are used for promotion. Refer to a magazine you have studied.
4. Explore how women are represented in music videos. Refer to a video you have studied.

**COPYRIGHT  
PROTECTED**



# Daily Mail

FRIDAY, AUGUST 28, 2015 [www.dailymail.co.uk](http://www.dailymail.co.uk) 60p

## FREE INSIDE TOMORROW GREAT BRITISH BAKE OFF **SUPERB RECIPE**

As numbers break all records ...

# MIGRANTS: HOW MANY MORE CAN WE TAKE?

By Steve Doughty, Ian Drury  
and John Stevens

**THE** true scale of the immigration crisis was laid bare last night as damning figures revealed net migration had surged to a record 330,000 – a rise of 40 per cent in one year.

It is a humiliating blow to David

### COMMENT

Is David Cameron's 'ambition' to slash immigration merely hot air to be wafted around at election time?

SEE PAGE 16

Cameron after his 'no ifs, no buts' pledge to reduce the number to 'tens of thousands'. Incredibly, yesterday's figures do

not include illegal immigrants in the UK, estimated at 1.1 million.

The devastating statistics came as thousands of migrants yesterday flooded across the Hungarian border into central Europe. Many will now head to Calais to join those trying to sneak into Britain.

In other developments:  
■ Britain's foreign-born population has passed 8million for the first time – meaning one person in every

Turn to Page 4

INSPECTION COPY

COPYRIGHT  
PROTECTED





## Mark Scheme Paper 2 Unit 1

### Section A: Representations – video games, advertising and news

1. (a) Briefly explain how migration is represented in this newspaper.

AO2	
Apply knowledge and understanding of the key concepts to analyse	
1 mark for each relevant point up to a total of 2 marks	
<p>Answers may include:</p> <ul style="list-style-type: none"> <li>• Migration is represented as a negative event and as a problem.</li> <li>• The representation suggests there are too many migrants coming to the country or shouldn't accept this many.</li> <li>• Migration is represented as overwhelming – a surge, a flood, etc.</li> </ul> <p><b>All valid points should be given due credit.</b></p>	

- (b) Briefly explain how headlines are used in this newspaper.

AO2	
Apply knowledge and understanding of the key concepts to analyse	
1 mark for each relevant point up to a total of 3 marks	
<p>Answers may include:</p> <ul style="list-style-type: none"> <li>• The headline is very large and takes up most of the front page, drawing attention to it.</li> <li>• The headline communicates the main news item and the approach of the newspaper, suggesting that there are already enough migrants in Britain.</li> <li>• The headline uses sensationalised language and a question to engage the reader, aiming to sell more newspapers.</li> <li>• The newspaper seems to speak for the whole of Britain in questioning the government's approach to migration.</li> <li>• Subheadings are also used to draw in secondary or other audience groups, making the main headline of interest.</li> </ul> <p><b>All valid points should be given due credit.</b></p>	

- (c) Explore how composition is used to communicate meanings in this newspaper.

Band	AO2	
	Apply knowledge and understanding of the key concepts to analyse	
5	5 marks	<ul style="list-style-type: none"> <li>• Very good, thorough analysis of the use of composition on the newspaper page.</li> <li>• Consistent focus on how composition is used to convey meaning.</li> </ul>
4	4 marks	<ul style="list-style-type: none"> <li>• Good analysis of the use of composition on the newspaper page.</li> <li>• Focus on how composition is used to convey meaning.</li> </ul>
3	3 marks	<ul style="list-style-type: none"> <li>• Satisfactory analysis of the use of composition on the newspaper page.</li> <li>• General focus on how composition is used to convey meaning.</li> </ul>
2	2 marks	<ul style="list-style-type: none"> <li>• Basic analysis of the use of composition on the newspaper page.</li> <li>• Limited focus on how composition is used to convey meaning.</li> </ul>
1	1 mark	<ul style="list-style-type: none"> <li>• Minimal analysis of the use of composition on the newspaper page.</li> <li>• Little focus on how composition is used to convey meaning.</li> </ul>
	0 marks	No response given or no work worthy of credit

INSPECTION COPY

COPYRIGHT  
PROTECTED



## Indicative content

Answers may include:

- The headline is three columns wide, and very large, to indicate it is the 'news'.
- The headline itself takes up more than a quarter of the whole page, so is important to draw in an audience.
- There is very little actual copy on the front page.
- The copy is arranged in columns, which is traditional for a newspaper. *The Mail* is traditional, conventional and trustworthy.
- The banner across the top is in colour and draws in a secondary audience with a special offer.
- The upper right-hand corner is often considered the most eye-catching place due to newspapers traditionally being sold folded and layered on newsstands. It places an image of the free gift in this spot to make it more noticeable.
- The nameplate and the free gift are clearly visible 'above the fold', so they are selling points.
- The secondary story is positioned to the right-hand side, and is one column less important.
- The secondary story carries a colour image, selected and cropped to focus on a human or celebrity focus.
- The picture has little to do with the story, but gives the page a human or celebrity focus.
- The nameplate and masthead of the newspaper straddle most of the top of the page. It buys on loyalty to the brand, but it still leaves room for the top right-hand corner.

***All valid points should be given due credit***

- (d) Compare how events are represented in this newspaper and in the newspaper you have studied.

In your answer you should refer to:

- codes and conventions
- mode of address
- ideology

Band	AO2 Apply knowledge and understanding of the key concepts to	
5	17–20 marks	<ul style="list-style-type: none"> <li>• Excellent analysis of the newspaper and one other newspaper, and engages fully with issues around representation</li> <li>• Excellent, thorough and relevant comparisons between the two representations</li> <li>• Very good, reasoned and valid judgments and conclusions about the two representations</li> <li>• Very good, frequent use of relevant subject-specific terminology and perspectives</li> </ul>
4	13–16 marks	<ul style="list-style-type: none"> <li>• Good analysis of the newspaper and one other newspaper, and well with issues around representation</li> <li>• Good and reasonably thorough comparisons between the two representations</li> <li>• Good, valid judgments and conclusions about the two representations</li> <li>• Good use of relevant subject-specific terminology</li> </ul>

3	9–12 marks	<ul style="list-style-type: none"> <li>Satisfactory analysis of the newspaper and one other relevant source</li> <li>Engages with some issues around representation</li> <li>Satisfactory comparisons between the two newspapers</li> <li>Satisfactory, generally valid judgments and conclusions</li> <li>Satisfactory use of relevant subject-specific terminology</li> </ul>
2	5–8 marks	<ul style="list-style-type: none"> <li>Basic analysis of the newspaper and one other relevant source</li> <li>Partially engages with issues around representation</li> <li>Basic or few comparisons between the two newspapers</li> <li>Limited or irrelevant judgments and conclusions</li> <li>Basic use of subject-specific terminology, some errors</li> </ul>
1	1–4 marks	<ul style="list-style-type: none"> <li>Minimal or no analysis of the newspaper and one other relevant source</li> <li>Little engagement with issues around representation</li> <li>Minimal or no comparisons between the two newspapers</li> <li>Lacks judgments and conclusions about representation</li> <li>Minimal or no use of subject-specific terminology and accuracy</li> </ul>
	0 marks	<ul style="list-style-type: none"> <li>No response given or no work worthy of credit</li> </ul>

## Indicative content

Application of knowledge and understanding will be shown through analysis of the newspaper and through comparison of this to other relevant examples that have been studied. Answers should show and apply knowledge and understanding of representation. It is likely that the newspaper will focus on the same or a similar news event as the unseen newspaper.

Answers should show understanding of how codes and conventions are used in the representations of events, such as reference to layout and design, images, logos, the language of headlines, the language of the copy, anchorage and conventions specific to tabloid newspapers.

Answers should show understanding of how the mode of address can be identified in the representations of events, such as reference to the language of headlines, images, the construction and assumption of the ideal reader, and the use of rhetorical devices.

Answers should show understanding of how ideology can be constructed through the newspaper.

- how all news is mediated
- how newspapers position events, through choice of language, images and layout
- the stance newspapers take towards a specific event
- views and values explicitly stated in the newspaper
- views and values implicit in the choice of language, images and layout
- the views and values implicit in the news values favoured by the newspaper
- how the views and values may reflect or challenge the values of the wider society
- how newspapers can confirm or challenge social values
- the political stance and market position of the newspaper

Comparisons could be made to *The Mirror* from Thursday, 10<sup>th</sup> November 2016, when Donald Trump was elected. The newspaper represented his election as a disaster. An image showed the Statue of Liberty weeping, surrounded by a scene of destruction. The image was anchored by a rhetorical question in the headline 'What have they done to us?'. The newspaper aimed to make the reader feel that electing Trump was a terrible mistake. Both newspapers provide a strong mode of address to the reader. Both use a strong mode of address with a rhetorical question. Both aim to position the reader to agree with their ideology.

**All valid points should be given due credit.**

**COPYRIGHT  
PROTECTED**



## Section B: Music

1. (a) Identify **one** way a music radio programme promotes **either** an

AO1	
Demonstrate knowledge and understanding of the key	
1 mark for an appropriate answer	
Answers may include:	
<ul style="list-style-type: none"> <li>by playing the music of the band or artist</li> <li>by informing the audience about and promoting new music releases, appearances, etc.</li> <li>by talking about the artist in a positive way, acting as an opinion leader</li> <li>by conducting or featuring interviews with the band or artist</li> </ul>	
<i>All valid points should be given due credit.</i>	

- (b) Outline **two** reasons why music radio programmes target specific

AO1	
Demonstrate knowledge and understanding of the key	
2 marks for each full explanation, up to a total of 4 marks	
1 mark for each basic explanation, up to a total of 2 marks	
Answers may include:	
<ul style="list-style-type: none"> <li>Music varies a lot and most audiences have a preferred genre.</li> <li>Audiences vary by age, and most music is linked to a specific era.</li> <li>The target audience is the most likely to enjoy the music played.</li> <li>Aiming at a broader group may alienate the target audience.</li> <li>Aiming at a specific demographic or psychographic is most likely to get a reaction and audience loyalty.</li> <li>Some target audiences are attractive to advertisers who seek to reach them.</li> </ul>	
<i>All valid points should be given due credit.</i>	

- (c) Briefly explain how a band's or artist's social media presence w

AO1		
Band		Demonstrate knowledge and understanding of the
5	5 marks	<ul style="list-style-type: none"> <li>Very good explanation of how a band's or artist's social media presence would appeal to audiences, with thorough and relevant knowledge and understanding</li> </ul>
4	4 marks	<ul style="list-style-type: none"> <li>Good explanation of how a band's or artist's social media presence would appeal to audiences, with relevant knowledge and understanding</li> </ul>
3	3 marks	<ul style="list-style-type: none"> <li>Satisfactory explanation of how a band's or artist's social media presence would appeal to audiences, with generally relevant knowledge and understanding</li> </ul>
2	2 marks	<ul style="list-style-type: none"> <li>Basic explanation of how a band's or artist's social media presence would appeal to audiences</li> </ul>
1	1 mark	<ul style="list-style-type: none"> <li>Minimal explanation of how a band's or artist's social media presence would appeal to audiences</li> </ul>
	0 marks	<ul style="list-style-type: none"> <li>No response given or no work worthy of credit</li> </ul>

**COPYRIGHT  
PROTECTED**



### Indicative content

Answers may include:

- A band's or artist's social media presence may fulfil various aspects of gratifications theory.
- A band's or artist's social media presence may offer information about merchandise, personal appearances, etc.
- A band's or artist's social media presence may offer the audience a way for them to identify with the artist's or band's persona, style and genre of the music.
- A band's or artist's social media presence may offer the audience a sense of connection through a feeling of connection to or intimacy with them, and social interaction and discussion of the band or artist with other fans.
- A band's or artist's social media presence may offer entertainment, e.g. through live streaming.
- A band's or artist's social media presence may offer a platform for advertising to target audience groups with products that the audience finds relevant.

**All valid points should be given due credit.**

3. Explain how music magazines are used for promotion. Refer to a magazine you have studied.

Award up to 5 marks for each AO.

Band	AO1 Demonstrate knowledge and understanding of the key concepts.	AO2 Apply knowledge and understanding of the key concepts to analysis and evaluation.
5	<b>5 marks</b> <ul style="list-style-type: none"> <li>• Very good explanation of how music magazines are used for promotion</li> <li>• Thorough and relevant knowledge and understanding of promotion, which may include reference to media language, representation, audiences and industry</li> </ul>	<b>5 marks</b> <ul style="list-style-type: none"> <li>• Very good analysis of the promotional aspect of the magazine</li> <li>• Very good, thorough and appropriate text</li> <li>• Very good, reasonable conclusions</li> </ul>
	Very good, frequent use of relevant subject-specific terminology	
4	<b>4 marks</b> <ul style="list-style-type: none"> <li>• Good explanation of how music magazines are used for promotion</li> <li>• Relevant knowledge and understanding of promotion, which may include reference to media language, representation, audiences and industry</li> </ul>	<b>4 marks</b> <ul style="list-style-type: none"> <li>• Good analysis of the promotional aspect of the magazine</li> <li>• Good and reasonable text</li> <li>• Good, valid judgments</li> </ul>
	Good use of relevant subject-specific terminology	
3	<b>3 marks</b> <ul style="list-style-type: none"> <li>• Satisfactory explanation of how music magazines are used for promotion</li> <li>• Satisfactory knowledge and understanding of promotion, which may include some reference to media language, representation, audiences and industry</li> </ul>	<b>3 marks</b> <ul style="list-style-type: none"> <li>• Satisfactory analysis of the promotional aspect of the magazine</li> <li>• Satisfactory reference to relevant aspects of the magazine</li> <li>• Satisfactory, general conclusions</li> </ul>
	Satisfactory use of relevant subject-specific terminology	

2	<b>2 marks</b> <ul style="list-style-type: none"> <li>Basic explanation of how music magazines are used for promotion</li> <li>Basic knowledge and understanding of promotion, with little reference to media language, representation, audiences and industry</li> </ul>	<ul style="list-style-type: none"> <li>Basic analysis of promotional aspects</li> <li>Basic or minimal text</li> <li>Limited or irrelevant conclusions</li> </ul>
	Basic use of subject-specific terminology, not always appropriate	
1	<b>1 mark</b> <ul style="list-style-type: none"> <li>Minimal explanation of how music magazines are used for promotion</li> <li>Minimal knowledge and understanding of promotion, with minimal reference to aspects of media language, representation, audiences and industry</li> </ul>	<ul style="list-style-type: none"> <li>Minimal or no analysis of the promotional aspects</li> <li>Lacks reference to media language</li> <li>Lacks judgement</li> </ul>
	Minimal or no use of subject-specific terminology	
	<b>0 marks</b> No response given or no work worthy of credit	

## Indicative content

### AO1

Answers may include discussion of how music magazines are used for

- discussion of promotional techniques such as featuring a band or feature article
- analysis of the front cover, including the central image, the type of the image is composed, the camera shot, angle, focus, elements lighting and props, and how this represents the band or artist
- the language used in the cover lines and captions, and the mode of language, chatty, challenging, etc., and how this represents and promotes the band or artist
- analysis of the content and design of feature articles, including the use of text and pull quotes, how images are anchored by text and how this promotes the band or artist
- discussion of how music magazines offer free downloads or CDs, directly to the target audience
- discussion of how music magazines promote events or products, merchandise, relating to bands or artists
- discussion of how music magazines sell advertising space, and how this promotes the band or artist
- discussion of how music magazines can work to promote genres or to raise the profile of bands or artists within this genre

**COPYRIGHT  
PROTECTED**





## AO2

Application of knowledge and understanding will be shown when it is applied to a relevant example:

An example might be *Kerrang!* magazine from May 2018 which features Turnstile on the front cover. This gives the band prominence and status among them among the target audience. The cover line 'The shape of punk to come is going to be very important and is going to be a defining band in the genre' is further cover line 'TURNSTILE REWRITE THE RULE BOOK' suggests they are 'rebels', both qualities that would make them interesting to the target audience. The central image features all members of the band, allowing audiences to see they are shown in casual stance and clothing, with the lead singer's T-shirt featuring the Ramones, all the time, which makes a direct intertextual link to previous punk music, which is likely to appeal to the target audience group of fans. The advertising within the magazine can be commented on in a similar way.

**All valid points should be given due credit.**

4. Explore how women are represented in music videos. Refer to a contemporary music video you have studied.

Award up to 5 marks for each AO.

Band	AO1 Demonstrate knowledge and understanding of the key concepts.	AO2 Apply knowledge and understanding of the key concepts to an example.
5	<b>5 marks</b> <ul style="list-style-type: none"> <li>Very good explanation of how women are represented in a contemporary music video</li> <li>Thorough and relevant knowledge and understanding of representation</li> </ul>	<b>5 marks</b> <ul style="list-style-type: none"> <li>Very good analysis of the effect of representation</li> <li>Very good, thorough and appropriate text</li> <li>Very good, reasoned conclusions</li> </ul>
	Very good, frequent use of relevant subject-specific terminology	
4	<b>4 marks</b> <ul style="list-style-type: none"> <li>Good explanation of how women are represented in a contemporary music video</li> <li>Relevant knowledge and understanding of representation</li> </ul>	<b>4 marks</b> <ul style="list-style-type: none"> <li>Good analysis of the effect of representation</li> <li>Good and reasonably appropriate text</li> <li>Good, valid judgement</li> </ul>
	Good use of relevant subject-specific terminology	
3	<b>3 marks</b> <ul style="list-style-type: none"> <li>Satisfactory explanation of how women are represented in a contemporary music video</li> <li>Satisfactory knowledge and understanding of representation</li> </ul>	<b>3 marks</b> <ul style="list-style-type: none"> <li>Satisfactory analysis of the effect of representation</li> <li>Satisfactory reference to relevant texts</li> <li>Satisfactory, general conclusions</li> </ul>
	Satisfactory use of relevant subject-specific terminology	
2	<b>2 marks</b> <ul style="list-style-type: none"> <li>Basic explanation of how women are represented in a contemporary music video</li> <li>Basic knowledge and understanding of representation</li> </ul>	<b>2 marks</b> <ul style="list-style-type: none"> <li>Basic analysis of the effect of representation</li> <li>Basic or minimal reference to relevant texts</li> <li>Limited or irrelevant conclusions</li> </ul>
	Basic use of subject-specific terminology, not always appropriate	

1	<b>1 mark</b> <ul style="list-style-type: none"> <li>Minimal explanation of how women are represented in a contemporary music video</li> <li>Minimal knowledge and understanding of representation</li> </ul>	<ul style="list-style-type: none"> <li>Minimal or no an effect of representation</li> <li>Lacks reference</li> <li>Lacks judgments</li> </ul>
	Minimal or no use of subject-specific terminology	
	<b>0 marks</b> No response given or no work worthy of credit	

## Indicative content

### AO1

Answers may include:

- how representations are constructed through the use of aspects of including visual codes, symbolic codes, technical codes and so on
- analysis of specific images, how the image is composed, the camera elements of mise en scène such as lighting, location and props.
- intertextuality and hybridity, if relevant
- representations of gender and how far these are typical or not
- the intended purpose or effect of the representation in the video
- stereotypes of gender
- the objectification and sexualisation of women
- the infantilisation of women (women represented as childlike, incapable)
- the effect of the repetition of stereotypes
- the purpose and function of stereotypes or countertypes in music video
- how stereotypes or countertypes can convey, confirm or challenge
- how stereotypes or countertypes relate to social values about masculinity
- feminist readings such as 'the male gaze'

### AO2

Application of knowledge and understanding will be shown when it is applied to a relevant example:

An example might be the video for 'Roar' by Katy Perry. This is a narrative with intertextual references to Indiana Jones or Tarzan and Jane. The line is clear and a clear resolution, following Perry's initial dependence on a man, then conquering of her environment. However, during the video, Perry is revealing outfit, until at the end she is only wearing a bikini. Perry represents and is wearing a bikini, which may be seen as sexist and self-objectifying portrayals of women sell music. The message of the video is positive but in a way that simultaneously objectifies women. This suggests that to feminists and to people with more traditional views.

***All valid points should be given due credit.***

**COPYRIGHT  
PROTECTED**



## GCSE Media Studies

### Unit 1: Exploring the Media

### Practice Paper 3

Name	
------	--

#### Time allowed

1 hour 30 minutes

#### Instructions

- Answer all the questions to Section A **and** Section B.
- Cross out any work you do not wish to be marked.

#### Information

- The number of marks of each question is shown in brackets. Use this to help you decide how long to spend on each answer.
- Spend approximately 45 minutes on Section A and approximately 45 minutes on Section B.
- Use relevant theories and subject-specific terminology where appropriate.

INSPECTION COPY

**COPYRIGHT  
PROTECTED**



## Section A: Representations – video games, advertising

Study the box cover art shown on the following page and then answer the questions.

The image shown on the following page is from *Thimbleweed Park*, a mystery video game with an age rating of 12, released in 2017.

1.
  - (a) Briefly explain how gender is represented in this video game box cover art.
  - (b) Briefly explain how language and fonts are used in this video game box cover art.
  - (c) Explore how intertextuality is used to communicate meanings in this video game box cover art.
  - (d) Compare how gender is represented in the video game box cover art and in the video game box cover art or video game advertising you have studied.

In your answer you should refer to:

- visual codes
- design and layout
- stereotypes

## Section B: Music

2.
  - (a) Identify **one** way in which audiences can interact with **either** an artist or a piece of media.
  - (b) Outline **two** ways a music magazine reflects its context.
  - (c) Briefly explain how a music radio programme is structured and how it communicates its context.
3. Explain how music videos are used for promotion. Refer to a **context** you have studied.
4. Explore how a band's or artist's social media presence helps to reinforce their image or band. Refer to the social media of an artist or band that you have studied.

INSPECTION COPY

COPYRIGHT  
PROTECTED





*Thimbleweed Park, © Terrible Toybox Inc., 2014–2015*

INSPECTION COPY

COPYRIGHT  
PROTECTED



## Mark Scheme Paper 3 Unit 1

### Section A: Representations – video games, advertising and new

1. (a) Briefly explain how gender is represented in this video game box cover art.

AO2	
Apply knowledge and understanding of the key concepts to analyse	
1 mark for each relevant point up to a total of 2 marks	
<p>Answers may include:</p> <ul style="list-style-type: none"> <li>The man and the woman are positioned side by side as equals.</li> <li>Gender is represented stereotypically with iconic signifiers of masculinity: the man's costume of a dark suit and short hair.</li> <li>Gender is represented stereotypically with iconic signifiers of femininity: the woman's costume of earrings and longer hair.</li> <li>Gender is not represented stereotypically as the posture of the man is open and the woman's is closed. The man looks approachable and the woman looks aloof.</li> <li>The dead person on the floor is a man, implying men are weak, men are</li> </ul>	
<b>All valid points should be given due credit.</b>	

- (b) Briefly explain how language and fonts are used in this video game box cover art.

AO2	
Apply knowledge and understanding of the key concepts to analyse	
1 mark for each relevant point up to a total of 3 marks	
<p>Answers may include:</p> <ul style="list-style-type: none"> <li>The title word 'Thimbleweed' sounds amusing and unrealistic.</li> <li>The word 'Park' has associations of fun and play, which is contrasted with the industrial bridge and the dead body.</li> <li>The name is childlike or comedic, which is at odds with the images.</li> <li>The font is in capitals, which stand out.</li> <li>The letters in the font are uneven in size and layout, giving it a hand-drawn appearance.</li> <li>The font is in orange, also in contrast to the rest of the image, drawing attention.</li> <li>The font has two colours, looking cracked or broken, suggesting decay.</li> </ul>	
<b>All valid points should be given due credit.</b>	

- (c) Explore how intertextuality is used to communicate meanings in this video game box cover art.

AO2		
Apply knowledge and understanding of the key concepts to analyse		
Band		
5	5 marks	<ul style="list-style-type: none"> <li>Very good, thorough analysis of the use of intertextuality in the video game box cover art</li> <li>Consistent focus on how intertextuality is used to convey meaning</li> </ul>
4	4 marks	<ul style="list-style-type: none"> <li>Good analysis of the use of intertextuality in the video game box cover art</li> <li>Focus on how intertextuality is used to convey meaning</li> </ul>
3	3 marks	<ul style="list-style-type: none"> <li>Satisfactory analysis of the use of intertextuality in the video game box cover art</li> <li>General focus on how intertextuality is used to convey meaning</li> </ul>
2	2 marks	<ul style="list-style-type: none"> <li>Basic analysis of the use of intertextuality in the video game box cover art</li> <li>Limited focus on how intertextuality is used to convey meaning</li> </ul>
1	1 mark	<ul style="list-style-type: none"> <li>Minimal analysis of the use of intertextuality in the video game box cover art</li> <li>Little focus on how intertextuality is used to convey meaning</li> </ul>
	0 marks	No response given or no work worthy of credit

INSPECTION COPY

COPYRIGHT  
PROTECTED



## Indicative content

Answers may include:

- The pixelated design has intertextual references to *Minecraft*, and the 'follow-on' game or to a similar age audience.
- The pixelation also has intertextual references to retro video games and a 'classic' or retro appeal.
- The pixelation has intertextual references to children's games and more childlike, light-hearted or 'fun' game which is not realistic.
- The two figures have intertextual references to police dramas, or even *CSI* which famously has a red-haired female and a brown-haired male team of investigators. This suggests mystery or supernatural elements.
- The dead body is an iconic signifier of crime dramas and suggests the mystery or police investigation-themed game.

**All valid points should be given due credit.**

- (d) Compare how gender is represented in the video game box cover art and in the video game box cover art or video game advertising you have studied.

In your answer you should refer to how both use:

- visual codes
- design and layout
- stereotypes

Band	AO2 Apply knowledge and understanding of the key concepts to	
5	17–20 marks	<ul style="list-style-type: none"> <li>• Excellent analysis of the video game box art and one or two video game advertisements which engages fully with representation</li> <li>• Excellent, thorough and relevant comparisons between the two products</li> <li>• Very good, reasoned and valid judgments and conclusions about representation</li> <li>• Very good, frequent use of relevant subject-specific terminology and theoretical perspectives</li> </ul>
4	13–16 marks	<ul style="list-style-type: none"> <li>• Good analysis of the video game box art and one or two video game advertisements which engages well with representation</li> <li>• Good and reasonably thorough comparisons between the two products</li> <li>• Good, valid judgments and conclusions about representation</li> <li>• Good use of relevant subject-specific terminology</li> </ul>
3	9–12 marks	<ul style="list-style-type: none"> <li>• Satisfactory analysis of the video game box art and one or two video game advertisements which engages with representation</li> <li>• Satisfactory comparisons between the two products</li> <li>• Satisfactory, generally valid judgments and conclusions about representation</li> <li>• Satisfactory use of relevant subject-specific terminology</li> </ul>
2	5–8 marks	<ul style="list-style-type: none"> <li>• Basic analysis of the video game box art and one or two video game advertisements which only partially engages with representation</li> <li>• Basic or few comparisons between the two products</li> <li>• Limited or irrelevant judgments and conclusions about representation</li> <li>• Basic use of subject-specific terminology, sometimes incorrectly</li> </ul>



1	1–4 marks	<ul style="list-style-type: none"> <li>Minimal or no analysis of the video game box art or video game advertisement, with little or no focus on representation</li> <li>Minimal or no comparisons between the two products</li> <li>Lacks judgments and conclusions about representation</li> <li>Minimal or no use of subject-specific terminology, relevance and accuracy</li> </ul>
	0 marks	<ul style="list-style-type: none"> <li>No response given or no work worthy of credit</li> </ul>

## Indicative content

Application of knowledge and understanding will be shown through analysis of the video game box art or video game advertisement, and through comparison of this to other relevant examples that have been studied. Answers should show and apply knowledge and understanding of representation.

Answers should show understanding of how visual codes can be used to represent men and/or women, such as posture or body language, gesture, facial expression, clothing, and positioning within the frame, and location.

Answers should show understanding of how design and layout can be used to represent men and/or women, such as the use of colour palettes, cropping, composition, and images, juxtaposition, and anchoring images.

Answers should show understanding of how stereotypes can be used to represent men and/or women, such as:

- positive and negative stereotypes
- stereotypes of relationships between men and women
- stereotypes of men and women as dominant and subordinate
- stereotypes of men and women as active and passive
- the objectification and sexualisation of women
- the infantilisation of women (women represented as childlike, incapable)
- the effect of the repetition of stereotypes
- whether stereotypes change over time and in response to contexts
- the purpose and function of stereotypes in texts
- the views and values conveyed by using certain stereotypes
- how stereotypes can convey, confirm or challenge social values
- how stereotypes relate to social values about masculinity and femininity
- feminist readings such as 'the male gaze'

Comparisons could be made to the *Grand Theft Auto V* video game box art, which typically shows women as inferior to men, as sexualised and objectified, and dominant and powerful through the use of props, with the man holding a gun and the woman holding a phone. Iconic signifiers of her diamond ring, pretty face and long hair suggest she is a stereotypical 'gangster's moll' or trophy wife. Her gaze is direct and aimed at the audience. The man's gaze is not direct, implying he is busy and occupied with his phone. This implies a narrative of the man as active and the woman as inactive and passive. The audiences of each product should be considered, as *GTA* is largely aimed at young men with an interest in cars and driving; *Thimbleweed Park* has a more niche demographic.

**All valid points should be given due credit.**

**COPYRIGHT  
PROTECTED**





## Section B: Music

1. (a) Identify **one** way in which audiences can interact with **either** an artist or a music media.

AO1	
Demonstrate knowledge and understanding of the key	
1 mark for an appropriate answer	
<p>Answers may include:</p> <ul style="list-style-type: none"> <li>by following the artist's or band's Twitter feed or Instagram page</li> <li>by 'friending' the artist or band on Facebook</li> <li>by commenting on, replying to, retweeting or sharing posts, tweets or</li> </ul>	
<i>All valid points should be given due credit.</i>	

- (b) Outline **two** ways a music magazine reflects its context.

AO1	
Demonstrate knowledge and understanding of the key	
2 marks for each full explanation, up to a total of 4 marks	
1 mark for each basic explanation, up to a total of 2 marks	
<p>Answers may include:</p> <ul style="list-style-type: none"> <li>Music magazines will feature new and up-and-coming bands and artists, reflecting developments in the music scene.</li> <li>Music magazines may have features on artists and bands who have a significant anniversary, reflecting the context of the music scene.</li> <li>Music magazines are likely to feature artists or bands, issues, language specific to the context of the music genre.</li> <li>Music magazines are likely to feature more women and more diverse ages, reflecting changes in the contemporary social context.</li> <li>Music magazines are likely to feature differing sexualities more positively, reflecting changes in the contemporary social context.</li> </ul>	
<i>All valid points should be given due credit.</i>	

- (c) Briefly explain how a music radio programme is structured and ordered.

AO1		
Demonstrate knowledge and understanding of the key		
Band		
5	5 marks	Very good explanation of how music radio programmes are structured and ordered, with thorough and relevant knowledge and understanding
4	4 marks	Good explanation of how music radio programmes are structured and ordered, with relevant knowledge and understanding
3	3 marks	Satisfactory explanation of how music radio programmes are structured and ordered, with generally relevant knowledge and understanding
2	2 marks	Basic explanation of how music radio programmes are structured and ordered
1	1 mark	Minimal explanation of how music radio programmes are structured and ordered
	0 marks	No response given or no work worthy of credit

**COPYRIGHT  
PROTECTED**



## Indicative content

Answers may include:

- Most music programmes feature an introduction, including jingles and a segment by the DJ. Music tracks are played, with each one being interspersed with features such as competitions, phone-ins, requests and regular intervals.
- The purpose of the show will influence the format, e.g. the *Top 40 Countdown* of playing songs from lower in the charts at the beginning of the programme, higher in the charts towards the end of the programme, culminating with *Live Lounge* will build up to the main event of the live music being played.
- Music radio formats on live radio are influenced by the time of day, e.g. more talk and news, while evening shows feature more music.
- Jingles and stingers/liners are used for station identification and programme identification.
- Commercials may be played by commercial stations, usually two or three minutes long.
- Some music programmes have regular news sections. They may also include travel information, although this is more likely where the target audience is young.
- The music choice may be determined by a station's playlist, or may be determined by the DJ or purpose of the specific programme.

**All valid points should be given due credit.**

3. Explain how music videos are used for promotion. Refer to a context you have studied.

Award up to 5 marks for each AO.

Band	AO1 Demonstrate knowledge and understanding of the key concepts.	AO2 Apply knowledge and understanding of concepts to a context
5	<b>5 marks</b> <ul style="list-style-type: none"> <li>• Very good explanation of how music videos are used for promotion</li> <li>• Thorough and relevant knowledge and understanding of promotion, which may include reference to media language, representation, audiences and industry</li> </ul>	<ul style="list-style-type: none"> <li>• Very good analysis of the promotional aspects of the promotion</li> <li>• Very good, thorough and relevant knowledge and understanding of promotion, which may include reference to media language, representation, audiences and industry</li> <li>• Very good, relevant and conclusive</li> </ul>
	Very good, frequent use of relevant subject-specific terminology	
4	<b>4 marks</b> <ul style="list-style-type: none"> <li>• Good explanation of how music videos are used for promotion</li> <li>• Relevant knowledge and understanding of promotion, which may include reference to media language, representation, audiences and industry</li> </ul>	<ul style="list-style-type: none"> <li>• Good analysis of promotional aspects of the promotion</li> <li>• Good and relevant knowledge and understanding of promotion, which may include reference to media language, representation, audiences and industry</li> <li>• Good, valid judgement</li> </ul>
	Good use of relevant subject-specific terminology	
3	<b>3 marks</b> <ul style="list-style-type: none"> <li>• Satisfactory explanation of how music videos are used for promotion</li> <li>• Satisfactory knowledge and understanding of promotion, which may include some reference to media language, representation, audiences and industry</li> </ul>	<ul style="list-style-type: none"> <li>• Satisfactory analysis of the promotional aspects of the promotion</li> <li>• Satisfactory knowledge and understanding of promotion, which may include some reference to media language, representation, audiences and industry</li> <li>• Satisfactory, good and conclusive</li> </ul>
	Satisfactory use of relevant subject-specific terminology	

2	<b>2 marks</b> <ul style="list-style-type: none"> <li>Basic explanation of how music videos are used for promotion</li> <li>Basic knowledge and understanding of promotion, with little reference to media language, representation, audiences and industry</li> </ul>	<ul style="list-style-type: none"> <li>Basic analysis of promotional aspects</li> <li>Basic or minimal conclusions appropriate to the video</li> <li>Limited or irrelevant conclusions</li> </ul>
	Basic use of subject-specific terminology, not always appropriate	
1	<b>1 mark</b> <ul style="list-style-type: none"> <li>Minimal explanation of how music videos are used for promotion</li> <li>Minimal knowledge and understanding of promotion, with minimal reference to aspects of media language, representation, audiences and industry</li> </ul>	<ul style="list-style-type: none"> <li>Minimal or no analysis of the effect of the video</li> <li>Lacks reference to promotional aspects</li> <li>Lacks judgement</li> </ul>
	Minimal or no use of subject-specific terminology	
	<b>0 marks</b> <ul style="list-style-type: none"> <li>No response given or no work worthy of credit</li> </ul>	

## Indicative content

### AO1

Answers may include discussion of how music videos are used for promotion

- The video is often the first and sometimes the only way the audience see the artist or band, their clothing, style and attitude, all of which are very important to an artist or band.
- YouTube is one of the most important platforms for artists or bands.
- Artists or bands can make a lot of money from having their videos on YouTube. Artists or bands can make money through hosting ads, with the band getting a percentage of the views.
- Videos are important for audiences and satisfy their needs:
  - Information – audience members gain information about how the artist or band look, dress, dance and their image.
  - Entertainment – videos are often entertaining and, in today's world, a song is often not enough and audience members require visuals.
  - Identity – seeing how the artist or band look and dress can help audience members identify with them, understand the genre of music more clearly, and even see how they can dress and what clothing and hair styles.
  - Companionship – videos can give an insight into the artist or band and help audience members to feel closer to them and to feel as if they can get to know them. It can be a talking point to discuss with others.
- For independent or less well-known artists or bands, a viral video can lead to success, e.g. the video for 'Turn Down for What', which was the key to the success of DJ Snake featuring Lil John.
- Artists who don't have a record label can still post their videos and make a name for themselves if they are popular enough. It offers a way to directly access the audience without a record label to manage them.
- The videos are only part of a whole package of ways audience members can see the artist or band and contribute to their success. However, they may be the main way of communicating the artist's or band's image.
- Release dates for videos are often published in advance and advertised. The release of a new film is advertised. This builds anticipation and excitement and can make sure the video gains lots of views and further publicity.

**COPYRIGHT  
PROTECTED**



## AO2

Application of knowledge and understanding will be shown when it is applied to a relevant example:

An example might be One Direction's video for 'History'. The video was very much anticipated by their fan base, driving a lot of traffic to their site and making them a household name. The 'History' video is a 'narrative video', telling the story of their history as a band to appeal to long-term fans of the group, by giving a recap and overview of their music career. This offers the pleasure of nostalgia and remembering to a fanbase that might also serve to bring in some new fans who were unaware of the band's history from throughout their career, carefully selected to include lots of hugging and smiling about, cementing their image as nice, approachable, fun and friendly. The music is catchy and will prompt repeat viewings from many fans.

**All valid points should be given due credit.**

4. Explore how a band's or artist's social media presence helps to reinforce their image or band. Refer to the social media of an artist or band that you have chosen.

Award up to 5 marks for each AO.

Band	AO1 Demonstrate knowledge and understanding of the key concepts.	AO2 Apply knowledge and understanding of the key concepts to an example.
5	<b>5 marks</b> <ul style="list-style-type: none"> <li>Very good explanation of how a band's or artist's social media presence helps to reinforce the persona of the artist or band</li> <li>Thorough and relevant knowledge and understanding of representation</li> </ul>	<b>5 marks</b> <ul style="list-style-type: none"> <li>Very good analysis of the effect of representation</li> <li>Very good, thorough use of appropriate texts</li> <li>Very good, reasoned conclusions</li> </ul>
	Very good, frequent use of relevant subject-specific terminology	
4	<b>4 marks</b> <ul style="list-style-type: none"> <li>Good explanation of how a band's or artist's social media presence helps to reinforce the persona of the artist or band</li> <li>Relevant knowledge and understanding of representation</li> </ul>	<b>4 marks</b> <ul style="list-style-type: none"> <li>Good analysis of the effect of representation</li> <li>Good and reasonable use of appropriate texts</li> <li>Good, valid judgments</li> </ul>
	Good use of relevant subject-specific terminology	
3	<b>3 marks</b> <ul style="list-style-type: none"> <li>Satisfactory explanation of how a band's or artist's social media presence helps to reinforce the persona of the artist or band</li> <li>Satisfactory knowledge and understanding of representation</li> </ul>	<b>3 marks</b> <ul style="list-style-type: none"> <li>Satisfactory analysis of the effect of representation</li> <li>Satisfactory references to appropriate texts</li> <li>Satisfactory, general conclusions</li> </ul>
	Satisfactory use of relevant subject-specific terminology	

2	<b>2 marks</b> <ul style="list-style-type: none"> <li>Basic explanation of how a band's or artist's social media presence helps to reinforce the persona of the artist or band</li> <li>Basic knowledge and understanding of representation</li> </ul>	<ul style="list-style-type: none"> <li>Basic analysis of representation</li> <li>Basic or minimal</li> <li>Limited or irrelevant conclusions</li> </ul>
	Basic use of subject-specific terminology, not always appropriate	
1	<b>1 mark</b> <ul style="list-style-type: none"> <li>Minimal explanation of how a band's or artist's social media presence helps to reinforce the persona of the artist or band</li> <li>Minimal knowledge and understanding of representation</li> </ul>	<ul style="list-style-type: none"> <li>Minimal or no analysis of effect of representation</li> <li>Lacks reference to</li> <li>Lacks judgments</li> </ul>
	Minimal or no use of subject-specific terminology	
0	<b>0 marks</b> <ul style="list-style-type: none"> <li>No response given or no work worthy of credit</li> </ul>	

## Indicative content

### AO1

Answers may include:

- how representations are constructed through the use of aspects of the codes and conventions of social media such as hashtags (#), live streaming, immediate and real time events and updates
- analysis of specific images shared on social media, how the image is shot, angle, focus, elements of mise en scène such as lighting, location
- analysis of verbal codes and the language used in social media
- representations of gender, ethnicity and / or star persona and how they are constructed
- the intended purpose or effect of the persona or image of the artist or band
- the use, function and effect of stereotypes, if used

### AO2

Application of knowledge and understanding will be shown when it is applied to a relevant example:

An example might be Taylor Swift, who is famous for a close relationship with her fans on social media and in the real world, attending one fan's wedding, another fan, inviting 'superfans' to her house to hear her new album, sending gifts, presents (#swifmas) and so on. Most of these relationships are formed through social media. Swift uses to establish a strong sense of a fan community, sometimes known as 'Swifties'. Swift has over 85 million followers and she often comments on posts by her fans. Her Facebook page has around 70 million followers and features a lot of promotional content for her music and merchandise, which enhance her star persona, but it also features 'behind the scenes' shots which offer a more intimate and personal look at her. Swift uses a casual and informal mode of address to make her comments feel unrelatable. Swift has around 100 million followers on Instagram, and she also follows her fans. She responds to comments on their accounts and follows their livestreams. This direct communication is unusual for a major star and makes her seem more 'real' and relatable. Swift has her own social media app called The Swift Life, as a way of reaching out to her fans. It hasn't been very successful so far, and at times has been criticised.

**All valid points should be given due credit.**

**COPYRIGHT  
PROTECTED**



## GCSE Media Studies

### Unit 1: Exploring the Media

### Practice Paper 4

Name	
------	--

**Time allowed**

1 hour 30 minutes

**Instructions**

- Answer all the questions to Section A **and** Section B.
- Cross out any work you do not wish to be marked.

**Information**

- The number of marks of each question is shown in brackets. Use this to help you decide how long to spend on each answer.
- Spend approximately 45 minutes on Section A and approximately 45 minutes on Section B.
- Use relevant theories and subject-specific terminology where appropriate.

INSPECTION COPY

**COPYRIGHT  
PROTECTED**



## Section A: Representations – video games, advertising

Study the advert shown on the following page and then answer the questions.

The advert shown on the following page is from the make-up company Maybelline. It is a print advertisement for a skincare product.

1. (a) Briefly explain how the woman is represented in this print advertisement.
- (b) Briefly explain how verbal codes are used in this print advertisement.
- (c) Explore how design and layout are used to convey meanings in this print advertisement.
- (d) Compare the representation of women in **this** print advertisement with another print advertisement that you have studied.

In your answer you should refer to how both use:

- the codes and conventions of print advertisements
- visual codes
- stereotypes

## Section B: Music

2. (a) Identify **one** way in which the persona of the DJ of a radio programme is constructed.
  - (b) Outline **two** ways a band or artist can use social media.
  - (c) Briefly explain the purpose of music magazines.
3. Explain why music radio is important to the music industry. Refer to **one** example that you have studied.
  4. Explore how music magazine websites target and appeal to specific audiences. Refer to **one** website for a music magazine that you have studied.

INSPECTION COPY

COPYRIGHT  
PROTECTED





*Baby Skin® Instant Pore Eraser® © L'Oréal, 2014*

INSPECTION COPY

COPYRIGHT  
PROTECTED





## Mark Scheme Paper 4 Unit 1

### Section A: Representations – video games, advertising and new

1. (a) Briefly explain how the woman is represented in this print advertisement.

AO2	
Apply knowledge and understanding of the key concepts to analyse	
1 mark for each relevant point up to a total of 2 marks	
Answers may include:	
<ul style="list-style-type: none"> <li>• She is represented as beautiful.</li> <li>• She is white, young, with regular features and smooth skin, all of which are aspects of beauty.</li> <li>• She is looking directly at the audience, suggesting she has an important role to play.</li> </ul>	
<i>All valid points should be given due credit.</i>	

- (b) Briefly explain how verbal codes are used in this print advertisement.

AO2	
Apply knowledge and understanding of the key concepts to analyse	
1 mark for each relevant point up to a total of 3 marks	
Answers may include:	
<ul style="list-style-type: none"> <li>• 'guaranteed' is reassuring, suggesting it will work.</li> <li>• 'Baby Skin' suggests that this is the type of skin women want, focusing on the baby's skin.</li> <li>• 'Baby' is repeated three times to emphasise this kind of skin is the result.</li> <li>• 'Bye-bye' is a childish way of expressing it, making the advert fun, or a reference to the product.</li> <li>• 'new' is a positive word which implies something exciting.</li> <li>• 'eraser' links to school, and school pencil eraser, suggesting pores' can be erased.</li> <li>• The words anchor the image of the woman's face, seeming to suggest the product used.</li> </ul>	
<i>All valid points should be given due credit.</i>	

- (c) Explore how design and layout are used to convey meanings in

AO2		
Band	Apply knowledge and understanding of the key concepts to analyse	
5	5 marks	<ul style="list-style-type: none"> <li>• Very good, thorough analysis of the use of design and layout in the advertisement.</li> <li>• Consistent focus on how design and layout are used to convey meanings.</li> </ul>
4	4 marks	<ul style="list-style-type: none"> <li>• Good analysis of the use of design and layout in the advertisement.</li> <li>• Focus on how design and layout are used to convey meanings.</li> </ul>
3	3 marks	<ul style="list-style-type: none"> <li>• Satisfactory analysis of the use of design and layout in the advertisement.</li> <li>• General focus on how design and layout are used to convey meanings.</li> </ul>
2	2 marks	<ul style="list-style-type: none"> <li>• Basic analysis of the use of design and layout in the advertisement.</li> <li>• Limited focus on how design and layout are used to convey meanings.</li> </ul>
1	1 mark	<ul style="list-style-type: none"> <li>• Minimal analysis of the use of design and layout in the advertisement.</li> <li>• Little focus on how design and layout are used to convey meanings.</li> </ul>
	0 marks	No response given or no work worthy of credit

INSPECTION COPY

COPYRIGHT  
PROTECTED



## Indicative content

Answers may include:

- The main focus is on the model, as she takes up the majority of the advertisement.
- Her face is a focal point, but her shoulders and upper body are also visible, revealing clothes, reinforcing the focus on 'skin' but also sexualising the model.
- The baby in the photo links to the model with the same colour skin and hair.
- The pack shot and product information are quite large, showing them clearly.
- The font is large, pink, and childlike, suggesting this product may be aimed at children.
- The colour scheme is pink and blue, connoting babies.
- The brand name is in large capitals and runs across the width of the advertisement, reinforcing the main message.
- The background mimics the product design, with the word 'baby' in large letters to reinforce the main message.

**All valid points should be given due credit.**

- (d) Compare the representation of women in **this** print advertisement with an advertisement that you have studied.

In your answer you should refer to how both use:

- the codes and conventions of print advertisements
- visual codes
- stereotypes

Band		AO2
		Apply knowledge and understanding of the key concepts to
5	17–20 marks	<ul style="list-style-type: none"> <li>• Excellent analysis of the print advertisement and one which engages fully with issues around representation</li> <li>• Excellent, thorough and relevant comparisons between advertisements</li> <li>• Very good, reasoned and valid judgments and conclusions about representations</li> <li>• Very good, frequent use of relevant subject-specific terminology and theoretical perspectives</li> </ul>
4	13–16 marks	<ul style="list-style-type: none"> <li>• Good analysis of the print advertisement and one which engages well with issues around representation</li> <li>• Good and reasonably thorough comparisons between advertisements</li> <li>• Good, valid judgments and conclusions about representations</li> <li>• Good use of relevant subject-specific terminology</li> </ul>
3	9–12 marks	<ul style="list-style-type: none"> <li>• Satisfactory analysis of the print advertisement and one which engages with some issues around representation</li> <li>• Satisfactory comparisons between the two print advertisements</li> <li>• Satisfactory, generally valid judgments and conclusions about representations</li> <li>• Satisfactory use of relevant subject-specific terminology</li> </ul>
2	5–8 marks	<ul style="list-style-type: none"> <li>• Basic analysis of the print advertisement and one which only partially engages with issues around representation</li> <li>• Basic or few comparisons between the two print advertisements</li> <li>• Limited or irrelevant judgments and conclusions about representations</li> <li>• Basic use of subject-specific terminology, sometimes incorrectly</li> </ul>

1	1–4 marks	<ul style="list-style-type: none"> <li>Minimal or no analysis of the print advertisement with little engagement with issues around representation</li> <li>Minimal or no comparisons between the two print advertisements</li> <li>Lacks judgments and conclusions about representation</li> <li>Minimal or no use of subject-specific terminology, and accuracy</li> </ul>
	0 marks	<ul style="list-style-type: none"> <li>No response given or no work worthy of credit</li> </ul>

## Indicative content

Application of knowledge and understanding will be shown through analysis and through comparison of this to other relevant examples that have been shown and apply knowledge and understanding of representation.

Answers should show understanding of how codes and conventions of representation are used, possibly including reference to product pack shot, logos and slogans, photographic images, anchorage of images, elements of narrative and so on. Communication codes and conventions are used or adapted for the specific product or purpose and how codes and conventions create representations.

Answers should show understanding of relevant aspects of visual codes and mise en scène, such as costumes, hair and make-up, props, locations and how design and layout can be selected and constructed to create representations.

Answers should show understanding of how stereotypes can be used to represent women, such as:

- positive and negative stereotypes
- stereotypes of women as active/passive or dominant/subordinate
- the objectification and sexualisation of women
- the infantilisation of women (women represented as childlike, incapable)
- the effect of the repetition of stereotypes
- whether stereotypes change over time and in response to contexts
- the purpose and function of stereotypes in advertisements
- the views and values conveyed by using certain stereotypes
- how stereotypes can convey, confirm or challenge social values
- how stereotypes relate to social values about femininity
- feminist readings such as 'the male gaze'

Comparisons could be made to the This Girl Can advert, which represents women as 'real' women, and as strong, independent and feminine, to fulfil its purpose to participate in exercise and sport. The advert has an empowering message and that women who exercise feel good. Comparison could be made by funding of the adverts: Maybelline are advertising a commercial product and consumerist culture, whereas This Girl Can is part of a publicly-funded campaign run by Sport England.

***All valid points should be given due credit.***

**COPYRIGHT  
PROTECTED**



## Section B: Music

2. (a) Identify **one** way in which the persona of the DJ of a radio programme is constructed.

AO1	
Demonstrate knowledge and understanding of the key concepts	
1 mark for an appropriate answer	
<p>Answers may include:</p> <ul style="list-style-type: none"> <li>by the style of language used or mode of address, which could be formal, informal, slang, or have a certain accent</li> <li>by the content of the language or mode of address used, which could be enthusiastic, laid-back, etc.</li> <li>by the type of music played</li> <li>by branding, such as images of the DJ on associated websites</li> <li>by the DJ's communication with the public via social media</li> <li>through public appearances, promotions or attendance at specific events</li> </ul> <p><i>All valid points should be given due credit.</i></p>	

- (b) Outline **two** ways a band or artist can use social media.

AO1	
Demonstrate knowledge and understanding of the key concepts	
2 marks for each full explanation, up to a total of 4 marks	
1 mark for each basic explanation, up to a total of 2 marks	
<p>Answers may include:</p> <ul style="list-style-type: none"> <li>to inform the audience about, and to promote new music, events, performances</li> <li>to create a sense of connection/intimacy/proximity with / loyalty from fans</li> <li>to develop the persona or brand image of the star, e.g. by sharing images, social and personal information</li> <li>to increase audience engagement with the band or artist, and generate interest in them</li> <li>to reach new audiences by having posts and tweets shared among artists and by other stars</li> </ul> <p><i>All valid points should be given due credit.</i></p>	

- (c) Briefly explain the purpose of music magazines.

AO1		
Band	Demonstrate knowledge and understanding of the key concepts	
5	5 marks	Very good explanation of the purpose of music magazines with relevant knowledge and understanding
4	4 marks	Good explanation of the purpose of music magazines with relevant knowledge and understanding
3	3 marks	Satisfactory explanation of the purpose of music magazines with relevant knowledge and understanding
2	2 marks	Basic explanation of the purpose of music magazines with relevant knowledge and understanding
1	1 mark	Minimal explanation of the purpose of music magazines with relevant knowledge and understanding
	0 marks	No response given or no work worthy of credit

**COPYRIGHT  
PROTECTED**



### Indicative content

Answers may include:

- Music magazines are largely commercial, so their ultimate aim is to make profits for the owners or shareholders.
- In order to make money, music magazines must be able to:
  - find and fill a 'gap in the market' in order to be commercially successful, aiming at a niche demographic (e.g. pre-teen girls) or by focusing on a specific type of music, e.g. dance music
  - appeal to a sufficiently large audience group, satisfying the audience's needs for a music magazine
  - offer audiences a sufficient blend of information, entertainment, and enjoyment through the content and style of the magazine
  - be seen as a credible source of information by audience members
  - be seen as a credible context for advertising and promotion by music industry companies, tour promoters, merchandise sellers and so on

**All valid points should be given due credit.**

3. Explain why music radio is important to the music industry. Refer to what you have studied.

Award up to 5 marks for each AO.

Band	AO1 Demonstrate knowledge and understanding of the key concepts.	AO2 Apply knowledge and understanding of concepts to an appropriate text.
5	<b>5 marks</b> <ul style="list-style-type: none"> <li>• Very good explanation of the importance of music radio to the music industry</li> <li>• Thorough and relevant knowledge and understanding of industry and audience issues</li> </ul>	<ul style="list-style-type: none"> <li>• Very good analysis of music radio</li> <li>• Very good, thorough and appropriate text analysis</li> <li>• Very good, reasoned and conclusions</li> </ul>
	Very good, frequent use of relevant subject-specific terminology	
4	<b>4 marks</b> <ul style="list-style-type: none"> <li>• Good explanation of the importance of music radio to the music industry</li> <li>• Relevant knowledge and understanding of industry and audience issues</li> </ul>	<ul style="list-style-type: none"> <li>• Good analysis of music radio</li> <li>• Good and reasoned analysis of an appropriate text</li> <li>• Good, valid judgments</li> </ul>
	Good use of relevant subject-specific terminology	
3	<b>3 marks</b> <ul style="list-style-type: none"> <li>• Satisfactory explanation of the importance of music radio to the music industry</li> <li>• Satisfactory knowledge and understanding of industry and audience issues</li> </ul>	<ul style="list-style-type: none"> <li>• Satisfactory analysis of music radio</li> <li>• Satisfactory reference to an appropriate text</li> <li>• Satisfactory, general conclusions</li> </ul>
	Satisfactory use of relevant subject-specific terminology	

2	<b>2 marks</b> <ul style="list-style-type: none"> <li>Basic explanation of the importance of music radio to the music industry</li> <li>Basic knowledge and understanding of industry and audience issues</li> </ul>	<ul style="list-style-type: none"> <li>Basic analysis</li> <li>Basic or minimal text</li> <li>Limited or incorrect conclusions</li> </ul>
	Basic use of subject-specific terminology, not always appropriate	
1	<b>1 mark</b> <ul style="list-style-type: none"> <li>Minimal explanation of the importance of music radio to the music industry</li> <li>Minimal knowledge and understanding of industry and audience issues</li> </ul>	<ul style="list-style-type: none"> <li>Minimal or no music radio</li> <li>Lacks reference</li> <li>Lacks judgement</li> </ul>
	Minimal or no use of subject-specific terminology	
	<b>0 marks</b> <ul style="list-style-type: none"> <li>No response given or no work worthy of credit</li> </ul>	

## Indicative content

### AO1

Answers may include:

- the role of music radio in promoting the cultural and social importance of music
- the role of music radio in promoting new music to specific audiences and listenerhip for older music
- the role of music radio in defining and building specific audiences
- the role of music radio in promoting other music-related events such as help to develop the role and place of music in contemporary culture
- relationships between record companies and radio stations in terms of play
- radio stations and DJs often have high status – opinion leaders with access to audiences
- most audiences still see radio as the main way of discovering new music
- music radio is widely available in cars, workplaces, etc. where other forms of music (e.g. YouTube) may be less accessible

### AO2

Application of knowledge and understanding will be shown when it is used to give a relevant example:

An example might be the Lauren Laverne radio programme.

It is presented on BBC Radio 6 Music, which focuses on a psychographic of people interested in music and prefer alternative music. The average audience is seen as an appealing demographic and target audience for record companies. Lauren Laverne is a high-status host, having a background as a music performer. Her knowledge of and enthusiasm for new music makes her a respected broadcaster at breakfast time, when many people listen in the car on the 'captive audience' as many other forms of entertainment are not available. She promotes her show and specific music and artists through her twitter feed and also presents high -profile music events such as festivals. Getting more people to listen to Lauren's show and having her enthuse about it is very likely to help her success.

***All valid points should be given due credit.***

**COPYRIGHT  
PROTECTED**



4. Explore how music magazine websites target and appeal to specific one website for a music magazine that you have studied.

Award up to 5 marks for each AO.

Band	AO1 Demonstrate knowledge and understanding of the key concepts.	AO2 Apply knowledge and understanding of the key concepts to analyse and evaluate
5	<b>5 marks</b> <ul style="list-style-type: none"> <li>Very good explanation of how music magazine websites target and appeal to specific audience groups</li> <li>Thorough and relevant knowledge and understanding of media language and audiences</li> </ul>	<b>5 marks</b> <ul style="list-style-type: none"> <li>Very good analysis of the potential impact on audience</li> <li>Very good, thorough and appropriate text</li> <li>Very good, reasoned conclusions</li> </ul>
	Very good, frequent use of relevant subject-specific terminology	
4	<b>4 marks</b> <ul style="list-style-type: none"> <li>Good explanation of how music magazine websites target and appeal to specific audience groups</li> <li>Relevant knowledge and understanding of media language and audiences</li> </ul>	<b>4 marks</b> <ul style="list-style-type: none"> <li>Good analysis of the potential impact on audience</li> <li>Good and reasonably appropriate text</li> <li>Good, valid judgments</li> </ul>
	Good use of relevant subject-specific terminology	
3	<b>3 marks</b> <ul style="list-style-type: none"> <li>Satisfactory explanation of how music magazine websites target and appeal to specific audience groups</li> <li>Satisfactory knowledge and understanding of media language and audiences</li> </ul>	<b>3 marks</b> <ul style="list-style-type: none"> <li>Satisfactory analysis of the potential impact on audience</li> <li>Satisfactory references</li> <li>Satisfactory, general conclusions</li> </ul>
	Satisfactory use of relevant subject-specific terminology	
2	<b>2 marks</b> <ul style="list-style-type: none"> <li>Basic explanation of how music magazine websites target and appeal to specific audience groups</li> <li>Basic knowledge and understanding of media language and audiences</li> </ul>	<b>2 marks</b> <ul style="list-style-type: none"> <li>Basic analysis of the potential impact on audience</li> <li>Basic or minimal references to text</li> <li>Limited or irrelevant conclusions</li> </ul>
	Basic use of subject-specific terminology, not always appropriate	
1	<b>1 mark</b> <ul style="list-style-type: none"> <li>Minimal explanation of how music magazine websites target and appeal to specific audience groups</li> <li>Minimal knowledge and understanding of media language and audiences</li> </ul>	<b>1 mark</b> <ul style="list-style-type: none"> <li>Minimal or no analysis of the potential impact on audience</li> <li>Lacks reference to text</li> <li>Lacks judgments and conclusions</li> </ul>
	Minimal or no use of subject-specific terminology	
	<b>0 marks</b> <ul style="list-style-type: none"> <li>No response given or no work worthy of credit</li> </ul>	

INSPECTION COPY

COPYRIGHT  
PROTECTED



**Indicative content****AO1**

Answers may include discussion of how music magazine websites are used:

- analysis of the home page, including logos, slogans, verbal and visual branding, design and layout, and content
- may include some analysis of key images, such as the type of artist or band, how images are composed, the camera shot, angle, focus, elements of mise en scene, lighting and props, and how this represents the band or artist
- the language used in the website, and the mode of address – friendly, challenging, etc. – and how this represents and promotes the band or artist
- analysis of the content and design of the home page and other pages, and how they are anchored by text and how this positions the audience to interpret them
- discussion of how music magazine websites are linked to the print magazine and other products
- discussion of how music magazine websites are supported by the music industry, such as downloads which promote new music directly to specific target audiences
- discussion of how music magazine websites promote events or products, such as merchandise, relating to bands or artists, and how this targets specific audiences
- discussion of how music magazine websites sell advertising space, and how this targets specific audience groups
- discussion of how music magazine websites can work to promote genres or artists, and how they can build and increase a potential audience group

**AO2**

Application of knowledge and understanding will be shown when it is applied to a relevant example:

An example might be the *Kerrang!* website. The home page features the magazine, with the title *Kerrang!* in a distinctive font to the top left of the home page and on other pages. The title would appeal to fans of guitar-based music. The red and black colour palette of the magazine to recognise and relate to the brand. The home page features a large image across the top. On the day the site was accessed, the advert was for a new album by the band Reverence, which would appeal specifically to fans of 'power metal'. The website is using a grid pattern and is easy to use. It has a high image to copy ratio, appealing to an audience who don't want to read lengthy text. The colour palette is dominated by black, which is likely to appeal to audiences who like the rock, indie and alternative music. The central image features members of the band 21 Pilots with assertive and confident expressions, which fits with their brand image and is likely to appeal to fans. The pages and advertising on the website can be commented on in a similar way.

***All valid points should be given due credit.***

**COPYRIGHT  
PROTECTED**

