



GCSE MARKING SCHEME

SUMMER 2025

MEDIA STUDIES – UNIT 1
3680U10-1

About this marking scheme

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

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

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

GCSE MEDIA STUDIES – UNIT 1

SUMMER 2025 MARK SCHEME

GENERAL INFORMATION

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

Band Descriptors

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

For a two-mark band:

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

For a four-mark band:

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

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

Indicative Content

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

Assessment Objectives

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

Section A – Representations, Advertising, Video Games and Newspapers

- 0 1** (a) Briefly describe how the woman is dressed in the video game poster. [2]

AO2 Apply knowledge and understanding of the key concepts of media studies to analyse media products
Maximum 2 marks Answers may include: • Trousers • Vest top • Practical clothing • Knee high boots • Dressed in clothes fitting for adventure/outdoor pursuits. • Bow and arrow • Rope • Ice axe • Handgun • Gloves All dress code relates to how the woman is dressed in a practical way for action/adventure. <i>All valid alternatives should be credited.</i>

- (b) Briefly describe how colour is used to represent the woman in the video game poster. [3]

Indicative Content Award marks – good description 3 marks, satisfactory description, 2 marks and basic description 1 mark. • Wears a blue top – connotations of a stereotypical masculine colour. • Black cargo trousers – practical woman ready for adventure. • Green – nature environment – jungle like shows independence, spirit of adventure, resilience. • Yellow sunlight – new day dawning – adventure seeker, new beginnings, and opportunities. • Dark tones, low key lighting – gives a sense of mystery to the woman. <i>All valid alternatives should be credited.</i>
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- (c) Explore how the design **and** layout is used to represent the woman in the video game poster. [5]

Band	AO2 Apply knowledge and understanding of the key concepts of media studies to analyse media products
5	5 marks Excellent, detailed analysis of how the design and layout in the video game poster represents the woman.
4	4 marks Good, reasonably detailed analysis of the how the design and layout in the video game poster represents the woman.
3	3 marks Satisfactory analysis of the how the design and layout in the video game poster represents the woman.
2	2 marks Basic analysis of how the design and layout in the video poster represents the woman.
1	1 mark - Minimal, if any, analysis of how design and layout in the video poster represents the woman. - Brief and descriptive response only.
0	0 marks Response not credit worthy / not attempted.

Indicative Content

- Hazardous conditions – shows how strong, fearless, and capable the woman is within the jungle like environment. Resourceful, well-organised – weapons she is carrying are ready for action. Challenges traditional stereotypes of women, resilient.
- Independent – lone adventurer, ready for action – hero like qualities.
- Hair is in a ponytail – practical style.
- Body language – show that she is cautious, looking around before she makes the next step, awareness of what might be concealed in the dense jungle.
- Dense forest/jungle – helps to represent her as an adventurer.
- Challenging environment demonstrates a strong will to succeed.
- Exotic birds, rivers, waterfall – shows her as a spirited woman who is ready for action, also showing her strength physically as well as mentally.
- Time of day evening/morning? New day dawning/ or sun setting?
- South or Central America Peru/Mexico?
- Aztec/Inca/Mayan temple – treasure seeker.
- Woman, Lara Croft centralised in image shows central/dominant character.
- Strong, physically fit through her body language, despite a bandaged arm.

All valid alternatives should be credited.

- (d) Compare the representation of women in Shadow of the Tomb Raider video game poster **and** in **one** video game poster you have studied.

In your answer you may refer to how both:

- challenge or conform to stereotypes.
- convey messages and values.

[20]

Band	Mark	AO2 Apply knowledge and understanding of the key concepts of media studies to analyse media products
5	17-20	• Excellent, detailed analysis of the representation of women in Shadow of the Tomb video game poster and in one video game poster studied which engages fully with sophisticated aspects. • Excellent, detailed, and appropriate comparisons of women between both video game posters. • Excellent, consistent use of subject specific terminology, including reference to theoretical perspectives. • Excellent, well-reasoned judgements and conclusions regarding how far the representation of women is similar and different in the two video game posters.
4	13-16	• Good, reasonably detailed analysis of the representation of women in Shadow of the Tomb video game poster and in one video game poster studied. • Good, reasonably detailed, and appropriate comparisons of how women have been represented in the two video game posters. • Good use of subject specific terminology. • Good, reasoned judgements and conclusions regarding how far the representation of women is similar and different in the two video game posters.
3	9-12	• Satisfactory analysis of the representation of women in Shadow of the Tomb video game poster and in one video game poster studied, although the focus is on obvious aspects of the representations and there may be lapses into description. • Satisfactory comparisons between the two video game posters. • Satisfactory use of subject specific terminology. • Satisfactory, generally reasoned judgements and conclusions regarding how far the representation of women is similar and different in the two video game posters.
2	5-8	• Basic analysis of the representation of women in Shadow of the Tomb video game poster and in one video game poster studied. • Limited use of subject specific terminology, sometimes with a lack of relevance, clarity, or accuracy. • Limited evidence of reasoned judgements and conclusions regarding how far the representation of women is similar and different in two video game posters.

1	1-4	- Minimal, if any, analysis of the representation of women in Shadow of the Tomb video game poster and in one video game poster studied- the response is descriptive. - Minimal, if any, comparisons between the two video game posters. - Minimal use of subject specific terminology, with a lack of relevance, clarity, and accuracy. - Lacks judgements and conclusions regarding how far the representation of women is similar and different in the two video game posters.
0	0	Response not worthy of credit/not attempted.

Indicative content AO2

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

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

Answers should apply knowledge and understanding of how visual codes are used in the suggested representation of the women in video game posters – e.g. body language, facial expressions, location and dress codes. This may be linked to positive or negative representations of women.

Answers should refer to the name of video game poster studied.

The representation can be explored through key gender ideologies.

- Lara Croft is shown to be an independent, strong willed and resilient.
- Well -organised as suggested by her attire and weaponry – demonstrates suitable clothing and footwear, that is appropriate for the environment – showing that she is practical minded. Hair is in a ponytail – practical style.
- Body language – show that she is cautious, looking around before she makes the next step, awareness of what might be concealed in the dense jungle. Resourceful, ready for action.
- Challenges the stereotypes of women being weak, breaks down the stereotype by being a lone adventurer who can look after herself – not be the damsel in distress.
- She is shown to be attractive, and physically fit, that some may say conforms to the dominant ideology of women, to look attractive for the male gaze.
- Challenges traditional stereotypes of women, resilient, independent – lone adventurer, ready for action – hero like qualities.

Theoretical references could include Barthes system of signs and codes, through use of technical and symbolic codes in the image and narrative and how these construct a representation of the event.

RUBRIC: If a candidate compares with a male video poster, mark as normal, crediting the response for Lara Croft, woman representation, but then you will need to half the marks as this will be a partial rubric. You will need to ensure that you write this in your summative response at the end of the answer.

All valid answers should be credited.

Section B: Music

- 0 2** (a) Name the online music magazine you studied. Identify **one** target audience for this online music magazine. [1]

AO1 Demonstrate knowledge and understanding of the key concepts of media studies

Award one mark for each appropriate answer.

Answers may include:

- Kerrang – Rock lovers, glam rock, grunge, nu-metal
- MOJO – over 30s, classic rock lovers
- NME- young males, indie lovers
- The Wire – Avante Garde, jazz, non-mainstream, experimental music lovers
- Uncut – 25–45-year-old males, broad taste in music genres and movies
- Song lines – global music lovers of all tastes of music, non-mainstream., niche.

All valid alternatives should be credited.

- (b) Briefly explain how **one** online or print contemporary music magazine you have studied appeals to its target audience. [4]

AO1 Demonstrate knowledge and understanding of the key concepts of media studies

Award marks as follows:

- 4 marks – excellent answer.
- 3 marks – good answer.
- 2 marks – satisfactory answer.
- 1 mark – basic/minimal answer.

Answers may include:

- An informal mode of address, which appeals to their target readership and suits the content of the magazines.
- A print text layout and design will attract its audience with sell lines, cover lines and an eye-catching cover image.
- The bright colours and varied fonts that feature on music magazine front covers make them eye-catching and more appealing to buy.
- Music magazines offer news and gossip that might form the basis of real-life conversations. For example, MOJO magazine has a regular 'mind-blowers' section that offers preferably obscure and edgy recommendations and lengthy feature articles that offer original content - both might spark debate.
- Music magazines usually follow a familiar format and offer regular consumption as a form of ritual. For example, MOJO magazine has a regular division into 'What goes on', 'Features', 'Filter' and regulars such as 'All back to my place', 'Theories, rants, etc', 'Real Gone' and 'Hello Goodbye'. All these might provide a substitute for real life interaction in which the magazine is seen by its readers as a good and reliable 'friend'.
- Music magazines offer a range of entertainment pleasures, such as comedy, gossip, CDs and other free gifts, striking visuals, and attractive stars.
- Music magazines can offer escape into a utopian world of stars, celebrity, and pleasure. MOJO magazine offers escape from everyday life into the affairs of bands and artists.
- Music magazines offer a sense of being in contact with the world, giving information about the world of popular music. This is a main function of music magazines. MOJO
- Immersive and interactive graphic, audio, and video content.
- Higher engagement for online magazines, audience feedback directly to articles online.
- Share blog postings, download images.
- Click on sponsorship adverts.
- Instant Access
- Mobile Access
- Interactivity
- Sustainability
- Podcasts and video resources.
- 24/7 access

All valid alternatives should be credited.

- (c) Explain the role of the presenter in **one** music radio programme you have studied. [5]

Band	Mark	AO1 Demonstrate knowledge and understanding of the key concepts of media studies
5	5 marks	Excellent, perceptive explanation of the role of the presenter in one music radio programme studied, demonstrating detailed and accurate knowledge, and understanding.
4	4 marks	Good explanation of the role of the presenter in one music radio programme studied, demonstrating accurate knowledge, and understanding.
3	3 marks	Satisfactory explanation of the role of the presenter in one music radio programme studied, demonstrating satisfactory knowledge, and understanding.
2	2 marks	Basic explanation of the role of the presenter in one music radio programme studied, demonstrating limited knowledge, and understanding.
1	1 mark	Minimal explanation of the role of the presenter in one music radio programme studied, demonstrating minimal knowledge, and understanding.
0	0 mark	Response not worthy of credit / not attempted.

Indicative Content

Answers may include:

- Radio presenters research topics; prepare scripts; interview people; moderate discussions; present news, sports, weather, or other information; promote products or services; and introduce music, performances, or special events on the radio.
- They are the voice of the station, its heart, and its soul. They bring stories, news, music, and facts to life, and enable audiences to connect with what they're hearing.
- They know their listeners – understanding the importance of connecting to their listeners.
- Host competitions, phone ins.
- Interview celebrity guests.

All valid alternatives should be credited.

0 3 Explain how social media can be used to promote a music artist or band.
Refer to **one** specific music artist or band studied in your answer.

[10]

Band	AO1 Demonstrate knowledge and understanding of the key concepts of media studies	AO2 Apply knowledge and understanding of the key concepts of media studies to analyse media products
5	5 marks - Excellent, perceptive explanation of how social media can be used to promote an artist/band. - Response demonstrates detailed and accurate knowledge and understanding of the use of social media with excellent consideration of different platforms. - Excellent, consistent use of subject specific terminology.	5 marks - Excellent, detailed analysis how social media can be used to promote an artist/band. - Excellent, detailed, and appropriate reference to different platforms. - Excellent, consistent use of subject specific terminology.
4	4 marks - Good explanation of how social media can be used to promote an artist/band. - Response demonstrates accurate knowledge and understanding of the use of social media and a reasonably balanced consideration of different platforms. - Good use of subject specific terminology.	4 marks - Good analysis of how social media can be used to promote an artist/band. - Good, reasonably detailed, and appropriate reference to different platforms. - Good use of subject specific terminology.
3	3 marks - Satisfactory explanation of how social media can be used to promote an artist/band. - Response demonstrates satisfactory knowledge and understanding of the use of social media but may focus more on one platform than others. - Satisfactory use of subject specific terminology.	3 marks - Satisfactory analysis of how social media can be used to promote an artist/band. - Satisfactory reference to different platforms. - Satisfactory use of subject specific terminology.
2	2 marks - Basic explanation of how social media can be used to promote an artist/band. - Response demonstrates limited knowledge and understanding of the use of social media, or satisfactory knowledge and understanding of the use of one of social media platform. - Basic and limited use of subject specific terminology.	2 marks - Basic analysis of how social media can be used to promote an artist/band. - Basic reference to platforms. - Limited evidence of reasoned judgements and conclusions regarding the use of social media in this context.

1	1 mark - Minimal explanation of how social media can be used to promote an artist/band. - Response demonstrates minimal knowledge and understanding of the use of social media, or satisfactory knowledge and understanding of the use of one of social media platform. - Minimal or no use of subject specific terminology.	1 mark - Minimal, if any, analysis how social media can be used to promote an artist/band. - Minimal reference to platforms. - Lacks judgements and conclusions regarding the use of social media in this context.
0	0 marks Response not worthy of credit / not attempted.	

Indicative Content

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

Answers could refer to:

- Different platforms such as Facebook, Twitter, Snapchat, Instagram – examples given that help increase success of the artist/band.
- Selecting appropriate social media platforms to use in relation to the artist/band fan base. Example X – live discussion, photos, use of #, immediacy of news and up to date information.
- Promotional activity that can help gain success e.g. concerts, albums, personal appearances, behind the scenes, competitions.
- Create a solid strategy.
- Keep branding consistent.
- Find which social platforms work for the target audience.
- Be consistent with how often posts are timed.
- Connect with fans.
- Spread out content.
- Schedule your posts in advance.
- Be authentic.
- Sync up your post across all platforms.
- Powerful tool -social media use.
- Posting great stories, insights into the artist/band.

AO2 The application of knowledge and understanding will be demonstrated through explanation of examples studied.

Answers could include:

- Explanations of how the platforms are used to increase success for an artist/band with examples given - e.g. the use of images - still and moving, availability of music, live chat, interactivity, visual sharing.
- Authentic, genuine stories about the artist/band allows for greater connection, helping to further promote the artist/band as an individual/s as well as musicians.
- A sense of how an artist or a band establishes a sense of community – bigger the community – the more successful the artist/band.
- Promotional activity e.g. first 20 people to purchase tickets for a concerts. One example of a case study to apply knowledge and understanding could be Justin Bieber's Facebook pages – images of the artist (galleries, digital posters for upcoming tour), opportunity to purchase tickets, fan comments both written and visual, likes, use of emojis.

- Knowing what your audience wants to see is crucial. Every artist is different. Every fan-base is different.

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

All valid alternatives should be credited.

0 4

Explore how technical and visual codes are used to represent the music artist or band in **one** music video you have studied.

[10]

Band	AO1 Demonstrate knowledge and understanding of the key concepts of media studies	AO2 Apply knowledge and understanding of the key concepts of media studies to analyse media products
5	5 marks - Excellent, perceptive exploration how technical and visual codes are used to represent the music artist or band in one music video studied. - Response demonstrates detailed, and accurate knowledge and understanding of representation. - Excellent use of subject specific terminology.	5 marks - Excellent, detailed analysis of how technical and visual codes are used to represent the music artist or band in one music video studied. - Excellent, detailed, and appropriate reference to the music video. - Excellent use of subject specific terminology.
4	4 marks - Good exploration how technical and visual codes are used to represent the music artist or band in one music video studied. - Response demonstrates accurate knowledge and understanding of representation. - Good use of subject specific terminology.	4 marks - Good analysis how technical and visual codes are used to represent the music artist or band in one music video studied. - Good, reasonably detailed, and appropriate reference to the music video. - Good use of subject specific terminology.
3	3 marks - Satisfactory exploration how technical and visual codes are used to represent the music artist or band in one music video studied. - Response demonstrates generally accurate knowledge and understanding of representation. - Satisfactory use of subject specific terminology.	3 marks - Satisfactory analysis technical and visual codes are used to represent the music artist or band in one music video studied. - Satisfactory reference to the music video. - Satisfactory use of subject specific terminology.
2	2 marks - Basic analysis how technical and visual codes are used to represent the music artist or band in one music video studied. - Basic reference to the music video. - Basic use of subject specific terminology.	2 marks - Basic analysis how technical and visual codes are used to represent the music artist or band in one music video studied. - Limited reference to the music video. - Basic use of subject specific terminology
1	1 mark - Minimal exploration how technical and visual codes are used to represent the music artist or band in one music video studied. - Lacks use of subject specific terminology.	1 mark - Minimal, if any, analysis how technical and visual codes are used to represent the music artist or band in one music video studied. - Minimal, if any, reference to the music video. - Lacks use of subject specific terminology.
0	0 marks Response not worthy of credit/not attempted.	

Indicative Content

AO1 Answers should demonstrate knowledge and understanding of how artist/band are represented through technical and visual codes. Answers may focus on female and/or male artists. Students may elect to use an historical or contemporary music video.

Answers may include:

- The positive and/or negative representation of females/males.
- The use of stereotypes (which may conform or challenge the stereotypical / ideological view of women/men).
- Representations of gender – femininity/masculinity - the conformity of these representations – how they challenge or reinforce female/male representation – diversity and the cultural impact on changing representations.
- The construction of representations - technical codes, visual codes, and symbolic codes (including gesture, dress, body language, setting/location, object/instruments, colour).
- The narrative - lyrical, artistic, live performance, bricolage.
- Use of camera shots, angles, movement, and framing.
- Editing techniques selected – time manipulation, SPX, freeze frames, flashbacks and flash forwards.
- Mise-en-scene – colours, lighting, body language, dress code.

AO2 Answers should apply their knowledge and understanding of the concept of representations using media language, to an appropriate case study of an historical or contemporary music video for an artist or a band.

Areas to consider are:

- How an audience is positioned.
- Stereotyping/cultural shorthand.
- Dominant ideologies.
- Femininity/masculinity traits.
- Re-enforces or challenges the stereotype of female/male behaviour.
- Narrow version of reality.
- Reflects society's norms and values.
- Cultural beliefs.
- Challenges/subverts against stereotype.
- Camera shots/framing/angles used such as high angle, low angles, vertical framing, canted shot, POV, two shots, close ups, over the shoulder shots.
- Dress code including colour connotations.
- Body language.
- Time manipulation – slow, fast, freeze frames, flashbacks, flashforwards.

All valid alternatives should be credited.