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# **GCSE MARKING SCHEME**

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**SUMMER 2025**

**MEDIA STUDIES – UNIT 2**  
**3680U20-1**

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## 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.

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## **GCSE MEDIA STUDIES – UNIT 2**

### **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: Wales on Television

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

- 0 1** (a) Identify **two** ways television programmes are marketed. [2]

One mark for each appropriate way in which the programme was marketed.

| <b>AO1</b><br><b>Demonstrate knowledge and understanding of the key concepts of media studies:</b>                                                                                          |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <ul style="list-style-type: none"> <li>• in print – Radio Times covers and editorial</li> <li>• TV listings magazines</li> <li>• posters</li> </ul>                                         |  |
| <ul style="list-style-type: none"> <li>• on television: trailers between BBC programmes</li> <li>• on chat show</li> <li>• BBC One show</li> <li>• on the news</li> <li>• on S4C</li> </ul> |  |
| <ul style="list-style-type: none"> <li>• on radio: BBC radio, chat between playlist:</li> <li>• ILR</li> <li>• INR</li> </ul>                                                               |  |
| <ul style="list-style-type: none"> <li>• on the web</li> <li>• BBC website</li> <li>• S4C website</li> </ul>                                                                                |  |
| <ul style="list-style-type: none"> <li>• on social media</li> <li>• Instagram</li> <li>• Facebook</li> <li>• Twitter: now X</li> </ul>                                                      |  |
| <ul style="list-style-type: none"> <li>• merchandising: clothes, mugs, posters</li> </ul>                                                                                                   |  |
| <ul style="list-style-type: none"> <li>• box set – DVD</li> </ul>                                                                                                                           |  |
| <ul style="list-style-type: none"> <li>• <b>Any other valid alternatives.</b></li> </ul>                                                                                                    |  |

- (b) Identify **two** different audiences for the television programme you have studied. [2]

Award one mark for each appropriate audience identified. Answers could include:

| <b>AO1</b><br><b>Demonstrate knowledge and understanding of the key concepts of media studies</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>different audiences for television, such as:</b> <ul style="list-style-type: none"><li>• <b>small</b></li><li>• <b>specialised</b></li><li>• <b>niche audiences</b></li><li>• <b>large, mainstream audiences</b></li></ul><br><b>Gavin and Stacey</b> <ul style="list-style-type: none"><li>• Sit-com fans</li><li>• BBC 3 viewers</li><li>• BBC 1 viewers</li><li>• younger demographic</li><li>• Welsh viewers</li><li>• mainstream BBC viewers</li><li>• The show originally broadcast on BBC 3 with a niche audience of younger comedy fans and then crossed over to BBC 1 to appeal to a broader mainstream demographic.</li></ul><br><b>Weather man Walking</b> <ul style="list-style-type: none"><li>• older demographic</li><li>• fans of Derek Brockaway</li><li>• Welsh viewers</li><li>• walkers/ramblers</li><li>• viewers with interest in history/ geography of Wales</li></ul><br><b>Rownd a Rownd</b> <ul style="list-style-type: none"><li>• Welsh speaking viewers</li><li>• S4C viewers</li><li>• Welsh drama / soap fans</li><li>• younger demographic which developed to broader age appeal</li></ul><br><b>Pobl Port Talbot</b> <ul style="list-style-type: none"><li>• Welsh speaking viewers</li><li>• S4C viewers</li><li>• Welsh reality documentary fans</li><li>• slightly older demographic</li></ul><br><b>Any other valid alternatives.</b> |

- (c) Briefly explain why the programme you have studied appeals to **one** target audience. [6]

| Mark           | <b>AO1</b><br><b>Demonstrate knowledge and understanding of the key concepts of media studies</b> |
|----------------|---------------------------------------------------------------------------------------------------|
| <b>6 marks</b> | Excellent, perceptive explanation of why the programme will appeal to the target audience.        |
| <b>5 marks</b> | Very good, perceptive explanation of why the programme will appeal to the target audience.        |
| <b>4 marks</b> | Good explanation of why the programme will appeal to the target audience.                         |
| <b>3 marks</b> | Satisfactory explanation of why the programme will appeal to the target audience.                 |
| <b>2 marks</b> | Basic explanation of why the programme will appeal to the target audience.                        |
| <b>1 mark</b>  | Minimal explanation of why the programme will appeal to the target audience.                      |
| <b>0 marks</b> | Response not credit worthy / not attempted.                                                       |

#### **Indicative content**

##### **Answers may include:**

This programme will appeal to the target audience because of their:

- age
- gender
- social class
- national identity
- fans of the shows/ interests and lifestyles

linked to detail of why the show will appeal through:

- genre codes and conventions
- comedy
- narratives: storylines and themes
- stars and characters

Any other valid alternatives.

- (d) Explore how **one** social group is represented in the television programme you have studied.

In your answer, you may refer to:

- national identity, age, social class
- elements of media language (for example camerawork and sound). [20]

| <b>Band</b> | <b>AO1<br/>Demonstrate knowledge and understanding of the key concepts of media studies</b>                                                                                                                                                                                                                         | <b>AO2<br/>Apply knowledge and understanding of the key concepts of media studies to analyse media products</b>                                                                                                                                                                                                                                                                                                                                                                   |
|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>5</b>    | <b>9-10 marks</b> <ul style="list-style-type: none"> <li>• Excellent, perceptive exploration of how social groups are represented in the television programme you have studied.</li> <li>• Response demonstrates detailed and accurate knowledge and understanding of the key concepts of media studies.</li> </ul> | <b>9-10 marks</b> <ul style="list-style-type: none"> <li>• Excellent, detailed analysis of the TV programme studied, which engages fully with sophisticated aspects of how social groups are represented.</li> <li>• Excellent, detailed and appropriate analysis of elements of media language.</li> <li>• Excellent, well-reasoned judgements and conclusions regarding how social groups are represented in the TV programme studied.</li> </ul>                               |
|             | The answer is well organised and presented in a highly appropriate manner using accurate and appropriate subject terminology, with accurate grammar, punctuation and spelling.                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>4</b>    | <b>7-8 marks</b> <ul style="list-style-type: none"> <li>• Good exploration of how social groups are represented in the TV programme studied.</li> <li>• Response demonstrates accurate knowledge and understanding of the key concepts of media studies.</li> </ul>                                                 | <b>7-8 marks</b> <ul style="list-style-type: none"> <li>• Good reasonably detailed analysis of the TV programme studied, which engages fully with aspects of how social groups are represented.</li> <li>• Good, reasonably, detailed and appropriate reference to elements of media language.</li> <li>• Good, reasoned judgements and conclusions regarding how well the TV programme uses elements of media language to construct representations of social groups.</li> </ul> |
|             | The answer is mostly well organised and presented in an appropriate manner using generally accurate and appropriate subject terminology, with accurate grammar, punctuation and spelling.                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

|          |                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>3</b> | <b>5-6 marks</b> <ul style="list-style-type: none"> <li>Satisfactory exploration of how social groups are represented in the TV programme studied.</li> <li>Response demonstrates satisfactory knowledge and understanding of the key concepts of media studies.</li> </ul> | <b>5-6 marks</b> <ul style="list-style-type: none"> <li>Satisfactory analysis of the TV programme studied although the focus is on how obvious aspects of elements of media language are used to construct representations of social groups and lapses into description.</li> <li>Satisfactory reference to elements of media language.</li> <li>Satisfactory, generally reasoned judgements and conclusions regarding how well the TV programme uses elements of media language to construct representations of social groups.</li> </ul> |
|          | The answer is partly organised with some use of subject terminology, and generally accurate grammar, punctuation and spelling.                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>2</b> | <b>3-4 marks</b> <ul style="list-style-type: none"> <li>Basic exploration of how social groups are represented in the TV programme studied.</li> <li>Response demonstrates limited knowledge and understanding of the key concepts of media studies.</li> </ul>             | <b>3-4 marks</b> <ul style="list-style-type: none"> <li>Basic analysis of the TV programme studied, although there is a tendency to describe.</li> <li>Limited reference to elements of media language.</li> <li>Limited evidence of reasoned judgements and conclusions regarding how well the TV programme studied uses elements of media language to construct representations of social class groups.</li> </ul>                                                                                                                       |
|          | The answer shows a limited level of organisation and basic use of subject terminology with some errors in grammar, punctuation and spelling affecting clarity of communication.                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>1</b> | <b>1-2 marks</b> <ul style="list-style-type: none"> <li>Minimal exploration of how social groups are represented in the TV programme studied.</li> <li>Response demonstrates minimal knowledge and understanding of the key concepts of media studies.</li> </ul>           | <b>1-2 marks</b> <ul style="list-style-type: none"> <li>Minimal, if any, analysis of the TV programme studied - the response is descriptive.</li> <li>Minimal, if any, reference to elements of media language.</li> <li>Lacks judgements and conclusions regarding how well the TV programme studied uses elements of media language to construct representations of social groups.</li> </ul>                                                                                                                                            |
|          | The answer shows very little organisation and very limited use of subject terminology with many errors in grammar, punctuation and spelling affecting clarity of communication.                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|          | <b>0 marks</b><br>Response not credit worthy / not attempted.                                                                                                                                                                                                               | <b>0 marks</b><br>Response not credit worthy / not attempted.                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

## **Indicative content**

### **AO1**

Answer should demonstrate knowledge and understanding of sound and / or camerawork and how this constructs representations of either social class or gender demonstrated through reference to:

- Representations of social groups

The groups in question may be:

- **national identity: Welsh/English**
- **age**
- **social class**

- an awareness of genre codes and conventions such as characters and locations and how these construct stereotypes
- mise en scene: settings/locations/props
- technical codes the camerawork used such as specific shots, angles and movements and how these construct representations.
- an awareness of sound codes such as: diegetic /non diegetic sound speech, language codes, accent, dialect, music and sound effects.

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

- stereotyping e.g. construction – selecting and editing, positive and negative stereotyping.
- stereotyping of Wales / England
- positive/ negative representation
- challenging stereotypes of social class or gender
- offering alternative representations
- representations of social class or gender in Wales.

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

### **AO2**

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

### ***Gavin and Stacey***

- Representation – upholds the traditional stereotypes of gender in Wales– the Welsh Mam Gwen, the 'dizzy blonde', Stacey, Bryn the effeminate Welsh male, Gavin as childish lad with Smithy, Mick as dominant father figure, Pam as gossipy middle-aged mum.
- Challenges some stereotypes of Wales – Nessa as alternative, independent, dominant ageing Goth, Doris as independent active elderly female.
- Iconic Welsh location – Barry Island.
- Comic look at national identity using social class in families, English / Welsh divide in class shown through age and gender.
- Use of language / accent to denote class.
- Sound codes could include referencing scene slow soft melancholic laid back music non diegetic, phone rings, conversation diegetic.
- Or beach scene more upbeat, music, family days out on working class beach, noughties pop tune indie style in working class cockney accent, by band Cajun Dance Party, London based indie band 2005.
- Use of sound bridges of acoustic instrumental music between edited scenes.
- Music by Paolo Nutini Pencil Full of Lead – 2009 Jazz pop genre.
- The sound codes of music could be interpreted as representing working class days out at the beach and tacky fun fair rides in a stereotypical working class seaside day out.

### ***Weatherman Walking***

- Contemporary light entertainment programme offering factual information regarding Wales.
- Camerawork includes a wide range of shots with aerial /drone shots of landscapes showing Wales as a great place for leisure/ outdoor pursuits and lifestyles through middle class appeals.
- Close ups of conversations between presenter and interviewee. Shot reverse shots, tracking shots of walking in the countryside.
- Narrative - Derek Brockway meets with residents/ local historians and accompanies them on a well-known walking route within two regions in Wales. The programme offers historical information regarding the location and informs the audience of walks within Wales. There is a relaxed feel to the narrative. Derek Brockway interviews various individuals and is the main 'character' within the episode.
- Stereotypes of social class and gender – use of locals / experts both male and female but invariably middle aged or more middle class.
- Stereotype of male presenter (although interestingly recent episodes have included a second female presenter).
- Representation – positive representation of gender although mostly male experts.
- Stereotypes of social class and gender – use of locals / experts both male and female but invariably middle class or more elderly.
- Absence of young people suggests much older demographic.
- It challenges the stereotype of the 'valleys' usually linked to Wales and class. Derek's friendly and informal manner, represent him as a dependable middle-class host who the audience warm to. The other guests are also represented as middle class informed and educated people.
- Audiences – appeals to Welsh audiences. The episode appeals to a broad demographic of ABC1. Derek Brockway is an established, well-known figure within Wales and is part of the BBC Wales brand.
- Audiences – uses and gratifications - escapism, national identity – pride in their country. Personal identity – reinforcing them as ABC1 individuals due to the cultural and historical nature of the programme, this also reinforces the BBC brand of quality and informative programme which appeals to middle class, ABC1 audiences. Issues of audience appeal as Derek Brockway is a very well-known person on BBC 1 Wales. Appeals to his fan base. Education / Information – regarding walks in Wales and Welsh history a very middle-class appeal.
- Sound codes to include light music.
- Middle class Welsh accents.

**Rownd a Rownd**

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

**Pobl Port Talbot**

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

**All valid alternatives should be credited.**

## Section B: Contemporary Hollywood Film

Answer on the contemporary Hollywood film you have studied

**0 2** (a)

Name the organisation that classifies films in the UK.

[1]

|                                                                                                                                                                                       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p style="text-align: center;"><b>AO1</b></p> <p style="text-align: center;"><b>Demonstrate knowledge and understanding of the key concepts of media studies</b></p>                  |
| <p><b>1 mark for the British Board of Film Classification</b></p> <p><b>Any other valid alternatives.</b></p> <p>Will credit British Board of Film Censorship or abbreviated BBFC</p> |

(b) Suggest **three** issues of concern when classifying a film.

[3]

| <p style="text-align: center;"><b>Mark</b></p> | <p style="text-align: center;"><b>AO1</b></p> <p style="text-align: center;"><b>Demonstrate knowledge and understanding of the key concepts of media studies</b></p>                                                                                                                                                                                                                                                                      |
|------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p style="text-align: center;"><b>3</b></p>    | <p>1 mark for each appropriate issue of concern for the BBFC</p> <ul style="list-style-type: none"> <li>• illegal drugs</li> <li>• sexual activity</li> <li>• criminal behaviour</li> <li>• violent behaviour</li> <li>• horrific behaviour</li> <li>• indecent images of children</li> <li>• animal cruelty</li> <li>• obscenity</li> <li>• racial hatred</li> <li>• human rights</li> </ul> <p><b>Any other valid alternatives.</b></p> |

- (c) Briefly explain why Hollywood films are targeted at global audiences. [6]

| Mark     | <b>AO1</b><br><b>Demonstrate knowledge and understanding of the key concepts of media studies</b> |
|----------|---------------------------------------------------------------------------------------------------|
| <b>6</b> | Excellent, perceptive explanation of why Hollywood films are aimed at global audiences.           |
| <b>5</b> | Very good perceptive explanation of why Hollywood films are aimed at global audiences.            |
| <b>4</b> | Good explanation of why Hollywood films are aimed at global audiences.                            |
| <b>3</b> | Satisfactory explanation of why Hollywood films are aimed at global audiences.                    |
| <b>2</b> | Basic explanation of why Hollywood films are aimed at global audiences.                           |
| <b>1</b> | Minimal explanation of why Hollywood films are aimed at global audiences.                         |
| <b>0</b> | Response not credit worthy / not attempted.                                                       |

**Indicative content.**

- Increasing profits due to falling ticket sales in the U.S.
- Expanding sales and distribution beyond the home market.
- Growing international markets.
- International success can, and often does, play a critical role in compensating for a poor domestic performance.
- Importance of international markets such as China.
- Censorship and regulation play a big part in the considerations of production and content when making films for an International market.
- Many franchise films such as Transformers: The Last Knight, Iron Man 2, Kung Fu Panda 3, and Furious 7 were all made because of their success in the global market.
- The unique ability to make big-budget films that appeal powerfully to popular tastes in many different cultures.

**Any other valid alternatives.**

|   |   |
|---|---|
| 0 | 3 |
|---|---|

Explore the narrative functions of **two** key characters in the Hollywood franchise film you have studied. [10]

| Band | AO1<br>Demonstrate knowledge and understanding of the key concepts of media studies                                                                                                                                                                                                                                         | AO2<br>Apply knowledge and understanding of the key concepts of media studies to analyse media products                                                                                                                                                                                                                                                                                           |
|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5    | <b>5 marks</b> <ul style="list-style-type: none"> <li>Very good, perceptive exploration of the narrative functions of characters in Hollywood franchise films. Response demonstrates detailed and accurate knowledge and understanding of the narrative functions of characters within this context.</li> </ul>             | <b>5 marks</b> <ul style="list-style-type: none"> <li>Very good, perceptive analysis of the narrative functions of characters in Hollywood franchise films.</li> <li>Very good, detailed and accurate reference to the film studied.</li> <li>Very good, reasoned judgements and conclusions regarding the narrative functions of characters within this context.</li> </ul>                      |
|      | Very good, consistent use of subject specific terminology, including reference to theoretical perspectives.                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                   |
| 4    | <b>4 marks</b> <ul style="list-style-type: none"> <li>Good exploration of narrative functions of characters within mainstream Hollywood franchise films.</li> <li>Response demonstrates accurate knowledge and understanding of the narrative functions of characters within this context.</li> </ul>                       | <b>4 marks</b> <p>Good, reasonably detailed analysis of the narrative functions of characters within mainstream Hollywood franchise films.</p> <ul style="list-style-type: none"> <li>Good, reasonably detailed and appropriate reference to the film studied.</li> <li>Good, reasoned judgements and conclusions regarding the narrative functions of characters within this context.</li> </ul> |
|      | Good use of subject specific terminology.                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                   |
| 3    | <b>3 marks</b> <ul style="list-style-type: none"> <li>Satisfactory exploration of the narrative functions of characters within mainstream Hollywood franchise films.</li> <li>Response demonstrates generally accurate knowledge and understanding of the narrative functions of characters within this context.</li> </ul> | <b>3 marks</b> <ul style="list-style-type: none"> <li>Satisfactory analysis of the narrative functions of characters within mainstream Hollywood franchise films.</li> <li>Satisfactory reference to the film studied.</li> </ul>                                                                                                                                                                 |
|      | Satisfactory use of subject specific terminology.                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                   |

|          |                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                          |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>2</b> | <b>2 marks</b> <ul style="list-style-type: none"> <li>• Basic exploration of the narrative functions of characters within mainstream Hollywood franchise films.</li> <li>• Response demonstrates basic knowledge and understanding of the narrative functions of characters within this context.</li> </ul> | <b>2 marks</b> <ul style="list-style-type: none"> <li>• Basic analysis of the narrative functions of characters within mainstream Hollywood franchise films.</li> <li>• Basic references to the film studied.</li> </ul> |
|          | Limited use of subject specific terminology, sometimes with a lack of relevance, clarity or accuracy                                                                                                                                                                                                        |                                                                                                                                                                                                                          |
| <b>1</b> | <b>1 mark</b> <ul style="list-style-type: none"> <li>• Minimal exploration of the use of characters within mainstream Hollywood franchise films.</li> </ul>                                                                                                                                                 | <b>1 mark</b> <ul style="list-style-type: none"> <li>• Minimal, if any, analysis of the use of characters within mainstream Hollywood franchise films.</li> <li>• Minimal reference to the film studied.</li> </ul>      |
|          | Minimal use of subject specific terminology, with a lack of relevance, clarity and accuracy.                                                                                                                                                                                                                |                                                                                                                                                                                                                          |
|          | <b>0 marks</b><br>Response not credit worthy / not attempted.                                                                                                                                                                                                                                               | <b>0 marks</b><br>Response not credit worthy / not attempted.                                                                                                                                                            |

### **Indicative content.**

**Answers may include reference to the narrative functions of characters and why are important to film audiences based on the key concepts of Media Studies**

#### **Characters and genre;**

Character roles are central to film narratives.

In franchise films the central characters may be a superhero or a villain and the storylines will be based around these narrative structures.

This may be explored through Propp's character functions:

- hero
- villain
- princess
- the despatcher
- the donor
- helper
- false hero

Characters can also be explored through protagonists and antagonists.

Key terminology will be based on the key concepts

Genre codes and conventions

Technical codes

Visual codes

Audio codes

Narrative codes: storylines, themes, plots, character and structure

**Candidates are required to explore how two characters in the film studied appeal to audiences which may include reference to narrative.**

- storylines
- characters
- structure

Storylines:

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

Structural codes:

Levi Strauss

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

Answers may also explore some aspects of media language such as:

- cinematography
- mise-en-scène
- sound codes.

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

- stars and characters.

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

Candidates who offer only one character in their response should not be awarded above Band 2.

**0 4** Explain how props and costumes are used to establish the genre of the Hollywood franchise film you have studied. Refer to **one** key sequence. [10]

| Band | AO1<br>Demonstrate knowledge and understanding of the key concepts of media studies                                                                                                                                                                                                                                                                     | AO2<br>Apply knowledge and understanding of the key concepts of media studies to analyse media products                                                                                                                                                                                                                                                                                                                                        |
|------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5    | <b>5 marks</b> <ul style="list-style-type: none"> <li>• Very good, perceptive understanding of how props and costumes are used to establish the genre in the film studied.</li> <li>• Response demonstrates detailed and accurate knowledge and understanding of how props and costumes are used to establish the genre in the film studied.</li> </ul> | <b>5 marks</b> <ul style="list-style-type: none"> <li>• Very good, perceptive analysis and understanding of how props and costumes are used to establish the genre in the film studied.</li> <li>• Very good, detailed and accurate reference to the film studied.</li> <li>• Very good, reasoned judgements and conclusions regarding understanding of how props and costumes are used to establish the genre in the film studied.</li> </ul> |
|      | Very good, consistent use of subject specific terminology, including reference to theoretical perspectives.                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 4    | <b>4 marks</b> <ul style="list-style-type: none"> <li>• Good exploration and understanding of how the props and costumes are used to establish the genre in the film studied.</li> <li>• Response demonstrates accurate knowledge and understanding of how props and costumes are used to establish the genre in the film studied.</li> </ul>           | <b>4 marks</b> <ul style="list-style-type: none"> <li>• Good, reasonably detailed analysis and understanding of how props and costumes are used to establish the genre in the film studied.</li> <li>• Good, reasonably detailed and appropriate reference to the film studied.</li> <li>• Good, reasoned judgements and conclusions regarding how props and costumes are used to establish the genre in the film studied.</li> </ul>          |
|      | Good use of subject specific terminology.                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 3    | <b>3 marks</b> <ul style="list-style-type: none"> <li>• Satisfactory exploration how props and costumes are used to establish the genre in the film studied.</li> <li>• Response demonstrates generally accurate knowledge and understanding how props and costumes are used to establish the genre in the film studied.</li> </ul>                     | <b>3 marks</b> <ul style="list-style-type: none"> <li>• Satisfactory analysis and understanding of how props and costumes are used to establish the genre in the film studied.</li> <li>• Satisfactory and appropriate reference to how props and costumes are used to establish the genre in the film studied.</li> </ul>                                                                                                                     |
|      | Satisfactory use of subject specific terminology.                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                |

|          |                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                           |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>2</b> | <b>2 marks</b> <ul style="list-style-type: none"> <li>• Basic exploration of how props and costumes are used to establish the genre in the film studied.</li> <li>• Response demonstrates basic knowledge and understanding of how props and costumes are used to establish the genre in the film studied.</li> </ul> | <b>2 marks</b> <ul style="list-style-type: none"> <li>• Basic analysis of how props and costumes are used to establish the genre in the film studied.</li> <li>• Basic references to the film studied.</li> </ul>         |
|          | Limited use of subject specific terminology, sometimes with a lack of relevance, clarity or accuracy.                                                                                                                                                                                                                 |                                                                                                                                                                                                                           |
| <b>1</b> | <b>1 mark</b> <ul style="list-style-type: none"> <li>• Minimal exploration how props and costumes are used to establish the genre in the film studied.</li> </ul>                                                                                                                                                     | <b>1 mark</b> <ul style="list-style-type: none"> <li>• Minimal, if any, analysis how props and costumes are used to establish the genre in the film studied.</li> <li>• Minimal reference to the film studied.</li> </ul> |
|          | Minimal use of subject specific terminology, with a lack of relevance, clarity and accuracy.                                                                                                                                                                                                                          |                                                                                                                                                                                                                           |
|          | <b>0 marks</b><br>Response not credit worthy/not attempted.                                                                                                                                                                                                                                                           | <b>0 marks</b><br>Response not credit worthy/not attempted.                                                                                                                                                               |

### Indicative content

Candidates are required to explore how props and costumes establish the genre of the film studied.

Obvious explorations for those candidates who refer to a superhero film may be through superhero costumes and props such as:

- weapons
- fantasy / colourful costumes
- masks to hide identity

Costume is central to visual storytelling through developing characters, their personas, psychologies and motivations and establishing the genre of the film.

Costumes are central to establishing the context in which the film takes place: historical, social and geographical.

Costumes establish a character's persona, psychology and motivations within the narrative and genre.

Costumes support the character functions.

Props also play a crucial part in establishing the genre and are key signifiers for that genre through repetition and change:

- a vital part of mise en scene
- used in specific key scenes
- in genre conventional narrative sequences, fights, action, chases
- in specific locations and settings, interiors / exteriors
- linked to specific characters and functions.

Technology is playing an increasing role in the development of costume and props in film through CGI and digital rendering.

Props and costumes are also key to establishing and exploring representations through gender, ethnicity and identity.

Props and costume also play a vital role in the distribution of film through establishing genre in marketing, advertising, publicity and merchandising.

For example:

In Black Panther costume and props play a vital role in establishing the genre of the Superhero film through a wide range of signifiers mixing Afro futurism, Afro punk and a celebration of diverse African ethnic cultures through its costumes and props.

The Black Panther suit worn by the hero T'Challa played by Chadwick Boseman has intertextuality with other super hero costumes such as Batman but adding a raised-triangle motif with a sheen and a triangle which shows the sacred geometry of Africa, and it makes him not only a superhero, but African king.

Other costumes in the film draw on African ethnic dress codes such as:

- T'Challa's mother, Queen Ramonda (played by Angela Bassett), a traditional Zulu married woman's hat was used complete with the ochre that makes it red, and like a hairy, furry, texture on it.
- W'Kabi's cloak – based on typical Lesotho blankets.
- Nakia- . The spy's river tribe was based partly on the Suri of Ethiopia, so her traditional look was made of shells, beads and leaves.
- Higher level answers may refer to theorists such as Barthes and semiotics through the use of a wide range of signs and codes to establish the genre.
- Neale may also be referenced through the use of a repertoire of elements to establish the superhero genre and hybridity and subgenre of Afro futurism and science fiction.