

Section B – Promoting Media

6 What **one** word describes the stage of the film process when the film is screened in cinemas?.

(Elements tested in this question: AO1(1a) Demonstrate knowledge of the theoretical framework of media)

Answer	Marks	Guidance
Allow any of the following correct responses: <ul style="list-style-type: none"> • Exchange • Exhibition • Circulation • Consumption Or, any other correct response.	1 AO1 1xAO1(1a)	1 mark for correct answer.

7 Explain **two** reasons why film companies producing films such as The Lego Movie can afford large production budgets.

(Elements tested in this question: AO1(1a) Demonstrate knowledge of the theoretical framework of media); AO1(1b) Demonstrate understanding of the theoretical framework of media)

Answer	Marks	Guidance
Detailed explanations of the reasons why films such as The Lego Movie can afford large production budgets include: <ul style="list-style-type: none"> • Warner Bros is a large conglomerate with easy access to funds for large film production budgets such as The Lego Movie • Hollywood studios have global distribution systems reaching large audiences • The accessible, family-friendly content of blockbusters such as The Lego Movie reaches a range of audiences 	4 AO1 2xAO1(1a) 2xAO1(1b)	2 marks for each valid detailed explanation, up to a maximum of 2 explanations.

<ul style="list-style-type: none"> • Warner Bros controls both the production and distribution of The Lego Movie (vertical integration) and financially benefits from this • Warner Bros bought the producer of The Lego Movie video game, increasing their profits, which are then turned into production budgets for films such as The Lego Movie • the vertically integrated nature of Warner Bros allows for a more efficient production process for large budget films such as The Lego Movie • As part of a franchise, The Lego Movie, is a reliable hit and therefore very little risk financially • Large conglomerates frequently include tent-pole movies, such as The Lego Movie, on their slate as these will usually ensure a larger profit • Franchise films, such as The Lego Movie, bring with them an inherited audience which helps to ensure the films are commercially successful. • Big film companies may be targeted by advertisers to advertise products • any other valid explanation. 		
<p>Ways that are stated only might include:</p> <ul style="list-style-type: none"> • it is made by Warner Bros • it is part of a well-known franchise • any other valid statement. 		<p>Where 4 marks are not achieved above, award 1 mark for each valid way that is stated only (up to a maximum of two reasons).</p>

- 8 Explain **two** reasons why audiences like to play video games such as The Lego Movie video game? Refer to the uses and gratifications theory in your answer.

Assessment Objectives	<p>AO1 - Demonstrate knowledge and understanding of:</p> <ul style="list-style-type: none"> the theoretical framework of media. <p>(Elements tested in this question: AO1(1a) Demonstrate knowledge of the theoretical framework of media; AO1(1b) Demonstrate understanding of the theoretical framework of media)</p> <p>Maximum 10 marks</p>
Additional Guidance	<p>The 'indicative content' is an example of valid content. Any other valid content is acceptable and should be credited in line with the levels of response. The 'indicative content' shown is not a full exemplar answer. It is not expected for candidates to cover all elements of the indicative content.</p>

<p>Indicative content</p> <p>Responses should demonstrate knowledge and understanding of media audiences:</p> <ul style="list-style-type: none"> Blumler and Katz's uses and gratifications theory <p>Reward knowledge and understanding of the reasons why audiences like to play video games, for example:</p> <ul style="list-style-type: none"> entertainment or diversion: audiences enjoy being submerged into the narrative fantasy world of the video game which is centred around entertainment entertainment or diversion: audiences take on the role of a character from the movie and are required to solve problems (construct objects in the role of a Regular Builder such as Emmet) which is entertaining personal identity: players may identify with one or more of the characters from the film or elements of the game's narrative such as the battle between good and evil social interaction / personal relationships: audiences can connect with other players because of the cross-platform availability of the game. Audiences can interact with other players through the multi-player function social interaction / personal relationships: audiences can connect with other fans of the franchise through fan sites and social media forums online diversion: audiences may use video games such as Lego Movie Video Game for relaxation and escapism, being immersed into a fantasy world of Lego. Older audiences 	<p>10 AO1 4xAO1(1a) 6xAO1(1b)</p>	<p>Use Levels of Response criteria</p> <p>Level 3 (7–10 marks) Excellent knowledge and understanding of the reasons why audiences like to play video games like The Lego Movie video game with reference to the uses and gratifications theory.</p> <ul style="list-style-type: none"> AO1(1a) A clear demonstration of knowledge of reasons why audiences like to play video games. AO1(1b) A clear demonstration of understanding of why audiences like to play video games . AO1(1b) Excellent use of the set product to support the answer. <p>Answers higher in the band will explicitly explain at least two reasons why audiences like to play video games and will choose relevant examples of how The Lego Movie video game offers these.</p> <p>Answers lower in the band may be weaker in their explanation or their relevant examples from <i>The Lego Movie</i> video game, but both will be present.</p> <p>Answers in the top band will make clear reference to uses and gratifications theory in their response.</p> <p>A candidate operating at level 3 would be expected to access most of the AO1(1a) marks and most of the AO1(1b) marks.</p> <p>Level 2 (4–6 marks) Adequate knowledge and understanding of the reasons why audiences like to play video games.</p>
---	---	---

<p>may enjoy playing the game as it could remind them of playing with Lego when they were younger.</p> <ul style="list-style-type: none"> any other relevant response. 	<ul style="list-style-type: none"> AO1(1a) A partial demonstration of knowledge of why audiences like to play video games. AO1(1b) A partial demonstration of understanding of why audiences like to play video games. AO1(1b) Adequate use of the set product to support the answer. <p>Adequate responses at the top of the middle mark band may successfully explain one reason why audiences like to play video games, with some reference to The Lego Movie video game. Responses at the bottom of this band may discuss reasons without reference to video games or fail to refer to the set product. Some reference to the uses and gratifications theory at the top end of the band.</p> <p>A candidate operating at level 2 would be expected to access some of the AO1(1a) marks and some of the AO1(1b) marks.</p> <p>Level 1 (1–3 marks) Minimal knowledge and understanding of the reasons why audiences like to play video games.</p> <ul style="list-style-type: none"> AO1(1a) An attempt to demonstrate knowledge of why audiences like to play video games. AO1(1b) An attempt to demonstrate understanding of audiences like to play video games. AO1(1b) Minimal or no use of the set product to support the answer. <p>Minimal responses in the bottom band may be underdeveloped or descriptive, offering some attempt at explaining reasons why audiences like to play video games or the set product. No reference to uses and gratifications</p>
---	--

		<p>theory.</p> <p>A candidate operating at level 1 would be expected to access AO1(1a) marks and, at the top of the band, at least one AO1(1b) mark.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p>
--	--	---

9 Analyse how heroes and villains are represented in The Lego Movie trailer.

Assessment Objectives	AO2 - Analyse media products using the theoretical framework of media, including in relation to their contexts. (Elements tested in this question: AO2(1a) Analyse media products using the theoretical framework of media including in relation to their contexts) Maximum 10 marks
Additional Guidance	The 'indicative content' is an example of valid content. Any other valid content is acceptable and should be credited in line with the levels of response. The 'indicative content' shown is not a full exemplar answer. It is not expected for candidates to cover all elements of the indicative content.

<p>Indicative content</p> <p>Responses should analyse how heroes and villains are represented in The Lego Movie trailer:</p> <ul style="list-style-type: none"> • Lord Business is represented as a stereotypical villainous and powerful male antagonist through his angry facial expression, direct dialogue (“destroy him!”) and intimidating costume. He physically dominates and commands control • Emmet reinforces the stereotype of a heroic male lead by accepting the quest and taking on the challenge of saving the day • Emmet also challenges the stereotype of a strong fearless male hero by showing fear through his facial expression and dialogue used (“I want to go home” and “I would rather he not died”) which is anti-stereotypical of action film heroes • Emmet is represented as a somewhat reluctant underdog male hero as he gets into scrapes and needs help from others to succeed. This behaviour challenges the stereotype of a strong male hero. • Wyldstyle is represented as a strong heroic female, which challenges the stereotype of women in action films, who are often represented as needing saving. Her dramatic costume and dialogue (“we would rather he died”) reinforce this representation • Batman is represented as a classic comic book male hero, centre frame, powerful and tall, wearing the iconic black costume • Vitruvius is represented as a wise hero who helps Emmet with his quest. This representation challenges stereotypes of age as it is unusual to find an older heroic character in action films • any other relevant analysis. 	<p>10 AO2 10xAO2(1a)</p>	<p>Use Levels of Response criteria</p> <p>Level 3 (7–10 marks) An excellent analysis of representation.</p> <ul style="list-style-type: none"> • A sophisticated, perceptive and accurate analysis of the representation of heroes and villains in The Lego Movie trailer. • Highly relevant response to the question, demonstrated by full focus on representation. <p>Excellent responses in the top mark band will typically explain two or more examples of how heroes and villains are represented with detailed reference to the movie trailer.</p> <p>Level 2 (4–6 marks) An adequate analysis of representation.</p> <ul style="list-style-type: none"> • A competent and generally accurate analysis of the representation of heroes and villains in The Lego Movie trailer; responses may be descriptive in parts. • Partially relevant response to the question, demonstrated by some focus on representation. <p>Adequate responses at the top of the middle mark band may explain at least two examples of how heroes and villains are represented, though one explanation may be less developed and may be descriptive at times. Responses at the bottom of this band may explain at least one example of how heroes and villains are represented with some reference to the movie trailer or may lack a full focus on representation.</p> <p>Level 1 (1–3 marks) A minimal analysis of representation.</p>
--	---	---

	<ul style="list-style-type: none">• Analysis, if present, of the representation of heroes and villains in The Lego Movie trailer is minimal and/or largely descriptive and may not be relevant.• Barely relevant response to the question, lacking in focus on representation. <p>Minimal responses in the bottom band may describe some aspect of representation but this may be descriptive.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p>
--	--

Assessment Objectives Grid

Question	AO1(1a)	AO1(1b)	AO1(2a)	AO1(2b)	AO2(1a)	AO2(1b)	Marks
1					5		5
2					5	5	10
3*					10	5	15
4	3	2					5
5			5	5			10
6	1						1
7	2	2					4
8	4	6				0	10
9					10		10
Element total	10	10	5	5	30	10	

Question	AO1(1a)	AO1(1b)	AO1(2a)	AO1(2b)	AO2(1a)	AO2(1b)	Marks
AO Total	30				40		70

Need to get in touch?

If you ever have any questions about OCR qualifications or services (including administration, logistics and teaching) please feel free to get in touch with our customer support centre.

Call us on

01223 553998

Alternatively, you can email us on

support@ocr.org.uk

For more information visit

 ocr.org.uk/qualifications/resource-finder

 ocr.org.uk

 [Twitter/ocrexams](https://twitter.com/ocrexams)

 [/ocrexams](https://twitter.com/ocrexams)

 [/company/ocr](https://www.linkedin.com/company/ocr)

 [/ocrexams](https://www.youtube.com/ocrexams)



OCR is part of Cambridge University Press & Assessment, a department of the University of Cambridge.

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored. © OCR 2023 Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA.

Registered company number 3484466. OCR is an exempt charity.

OCR operates academic and vocational qualifications regulated by Ofqual, Qualifications Wales and CCEA as listed in their qualifications registers including A Levels, GCSEs, Cambridge Technicals and Cambridge Nationals.

OCR provides resources to help you deliver our qualifications. These resources do not represent any particular teaching method we expect you to use. We update our resources regularly and aim to make sure content is accurate but please check the OCR website so that you have the most up-to-date version. OCR cannot be held responsible for any errors or omissions in these resources.

Though we make every effort to check our resources, there may be contradictions between published support and the specification, so it is important that you always use information in the latest specification. We indicate any specification changes within the document itself, change the version number and provide a summary of the changes. If you do notice a discrepancy between the specification and a resource, please [contact us](#).

Whether you already offer OCR qualifications, are new to OCR or are thinking about switching, you can request more information using our [Expression of Interest form](#).

Please [get in touch](#) if you want to discuss the accessibility of resources we offer to support you in delivering our qualifications.