

12. Subject Specific Marking Instructions

Section A - Music

1 Identify the regulator for BBC radio in the UK.

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

Answer	Marks	Guidance
Ofcom	1 AO1 1xAO1(1a)	1 mark for correct answer.

2 Explain **one** of the uses and gratifications of radio listening. Use the Radio 1 Live Lounge as an example in your answer

(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
AO1(1a) Audience uses and gratifications may be stated, for example: <ul style="list-style-type: none"> • entertainment • information • identity • interaction • any other relevant statement 	4 AO1 2xAO1(1a) 2xAO1(1b)	AO1(1a) 2 marks 1 mark for a valid statement of audience uses and gratifications 1 mark for any example showing knowledge of the Radio 1 live Lounge
AO1(1a) and AO1(1b)		AO1(1a) and AO1(1b) 4 marks

Valid explanations of audience uses and gratifications include, for example:

- audiences may gain entertainment from radio by listening to genres they enjoy
- audiences may gain surveillance from radio by gaining information to give them a sense of knowing about the world
- audiences may gain a sense of personal identity from radio by tuning in to a favourite channel that expresses the sort of person they are
- audiences may gain social interaction and integration from the radio by using it as a 'friend'
- any other relevant explanation of audience uses and gratifications

Valid examples from Radio 1 Live Lounge include, for instance:

- example of the genres of music played in the Live Lounge
- example of information about artists in the Live Lounge
- example of the personal identity (e.g. music connoisseur) offered by the Live Lounge
- example of the mode of address offered by the Live Lounge.

2 marks for a valid explanation of audience uses and gratifications

2 marks for an effective example of the use and gratification offered by Radio 1 Live Lounge

(3) Explain why music videos often use stereotypes. Give examples from the pair of music videos you have studied from the list below.

- 1 Wheatus – Teenage Dirtbag / Avril Lavigne – Sk8er Boi
- 2 Mark Ronson, Bruno Mars – Uptown Funk / Beyoncé – If I Were a Boy
- 3 The Vamps – Somebody To You ft. Demi Lovato / Little Mix – Black Magic
- 4 Tinie Tempah, Jess Glynne – Not Letting Go / Paloma Faith – Picking Up the Pieces.

Assessment Objectives	<p>AO1 - Demonstrate knowledge and understanding of the theoretical framework of media. (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 explain why music videos often use stereotypes, for example, to:</p> <ul style="list-style-type: none"> • convey meanings rapidly in a short form product • meet fans' expectations • fit social/cultural contexts • to create a message • to create humour • any other relevant explanation. <p>Responses must discuss the use of stereotypes in one specific pair of set music videos, for example:</p> <p>Wheatus – Teenage Dirtbag (TD) and Avril Lavigne – Sk8er Boi (SB)</p> <ul style="list-style-type: none"> • SB's representation of an angry young woman in a 	<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 representation.</p> <ul style="list-style-type: none"> • AO1(1a) (2 marks) A clear demonstration of knowledge of why music videos use stereotypes. • AO1(1b) A clear demonstration of understanding (demonstrated by application of knowledge) of why music videos use stereotypes. • AO1(1b) Excellent use of the set products to support the answer. <p>Answers at the top of the level 3 band will explicitly address the why aspect of the question with exemplification from both videos.</p> <p>Answers lower in the level 3 band may:</p> <ul style="list-style-type: none"> • explain the use of stereotypical representations in

<p>stereotypically urban setting</p> <ul style="list-style-type: none"> • TD's representation of a diffident young man in a stereotypical high school setting • any other relevant stereotypical representation points. <p>Mark Ronson, Bruno Mars – Uptown Funk (UF) and Beyoncé – If I Were a Boy (IIWAB)</p> <ul style="list-style-type: none"> • IIWAB's representation of stereotypical gender role reversal • UF's representation of stereotypical male bragging in a stereotypically urban setting • any other relevant stereotypical representation points. <p>Little Mix – Black Magic (BM) and The Vamps – Somebody to You (STY)</p> <ul style="list-style-type: none"> • STY's representation of stereotypical youth in a stereotypically pleasurable setting • BM's representation of stereotypical female competitiveness in a stereotypical high school setting • any other relevant stereotypical representation points. <p>Tinie Tempah, Jess Glynne – Not Letting Go (NLG) and Paloma Faith – Picking Up the Pieces (PUTP)</p> <ul style="list-style-type: none"> • NLG's representation of stereotypical heterosexual attraction in a stereotypical urban setting • PF's representation of stereotypical middle-class frigidity in a stereotypically country house setting • any other relevant stereotypical representation points. 		<p>the two set videos with a weaker focus on why they use stereotypes</p> <p>or</p> <ul style="list-style-type: none"> • explain why videos use stereotypes but exemplification using one of the videos is weaker than that for the other. <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 representation.</p> <ul style="list-style-type: none"> • AO1(1a) A partially clear demonstration of knowledge of why music videos use stereotypes. • AO1(1b) A partially clear demonstration of understanding (demonstrated by application of knowledge) of why music videos use stereotypes. • AO1(1b) Adequate use of the set products to support the answer. <p>Answers at the top of the level 2 band may:</p> <ul style="list-style-type: none"> • explain the stereotypical representations in at least one set video but with little or no reference to the why aspect of the question <p>or</p> <ul style="list-style-type: none"> • explain why videos use stereotypes but exemplification of both videos is partially clear. <p>Answers lower in the level 2 band may discuss the representations in at least one set video but with little reference to stereotypes.</p>
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- 4 Refer to Extracts 1 and 2 in the insert. Analyse the representation of gender in these extracts from MOJO and I am Hip-Hop magazines.

Assessment Objectives	AO2 - Analyse media products using the theoretical framework of media. (Elements tested in this question: AO2(1a) Analyse media products using the theoretical framework of media.) Maximum 5 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 style="text-align: center;">Indicative content</p> <p>Responses must analyse gender representations, for example:</p> <ul style="list-style-type: none"> • the similarities in the representation of femininity and masculinity as equally edgy and confrontational • the shot of the woman in <i>I am Hip-Hop</i>, which reveals her body shape, contrasts with the emphasis on the face of the man in <i>MOJO</i> suggesting more emphasis on power in masculinity and appearance in femininity • images of young people have been chosen for both genders, suggesting a similar equation of youth and attractiveness • the image of the woman in <i>I am Hip-Hop</i> is not stereotypically sexualised and that of the man in <i>MOJO</i> is not aggressively masculine, meaning that gender differences are minimised • any other relevant gender representation. 	5 AO2 5xAO2(1a)	<p>Use Levels of Response criteria</p> <p>Level 3 (4–5 marks) An excellent application of the relevant aspects of the theoretical framework to the question.</p> <ul style="list-style-type: none"> • A sophisticated perceptive and accurate analysis of relevant aspects of the extracts. • Highly relevant response to the question, demonstrated by full focus on gender representations in the extracts. <p>Excellent responses at the top of level 3 will typically offer sophisticated analysis of gender representations in both extracts. Responses at the bottom of the band will analyse gender representations but may be slightly weaker on the representation in one extract.</p> <p>Level 2 (2–3 marks) An adequate application of the relevant aspects of the theoretical framework to the question.</p> <ul style="list-style-type: none"> • A competent, generally accurate analysis of relevant aspects of the extracts; responses may be descriptive in parts 	

		<ul style="list-style-type: none"> Partially relevant response to the question, demonstrated by some focus on gender representations in the extracts. <p>At the top of the middle band there will be a partially successful attempt at analysing gender representations in both extracts or a generally successful analysis of one extract.</p> <p>Responses at the bottom of this band will: EITHER be more descriptive than analytical (e.g. listing the representations) OR only analyse one extract.</p> <p>Level 1 (1 mark) A minimal application of the relevant aspects of the theoretical framework to the question.</p> <ul style="list-style-type: none"> Analysis, if present, of some aspects of the extract is minimal and/or largely descriptive and may not be relevant <p>Minimal responses in the bottom band are likely to be undeveloped in relation to the focus of the set question and describe aspects of the extract without focusing on representational devices.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p>
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- (5)* Refer to Extracts 1 and 2 in the insert.
How far do Extracts 1 and 2 use different media language to create different styles?

In your answer you must:

- analyse the media language in Extracts 1 and 2 from MOJO and I am Hip-Hop magazines
- make judgements and draw conclusions.

Assessment Objectives	<p>AO2 - Analyse media products using the theoretical framework of media, including in relation to their contexts, to make judgements and draw conclusions. (Elements tested in this question: AO2(1a) Analyse media products using the theoretical framework of media including in relation to their contexts; AO2(1b) Make judgements and draw conclusions.)</p> <p>Maximum 15 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 style="text-align: center;">Indicative content</p> <p>Responses may analyse examples of differences in the use of media language in the two extracts, such as:</p> <ul style="list-style-type: none"> • <i>MOJO</i>'s busier layout connoting profusion contrasting with the sparser <i>I am Hip-Hop</i> layout connoting seriousness • The very politicised language-use of <i>I am Hip-Hop</i> contrasting with the more celebratory language of <i>MOJO</i> 	<p>15 AO2 10xAO2(1a) 5xAO2(1b)</p>	<p>Use Levels of Response criteria. For this question there are two Levels of Response schemes. Award a mark out of ten for the first scheme and a mark out of five for the second.</p> <p>AO2(1a) Analyse media products using the theoretical framework of media, including in relation to their contexts. (total 10 marks)</p> <p>Level 3 (7–10 marks) An excellent application of the relevant elements of the theoretical framework and of relevant media contexts.</p> <ul style="list-style-type: none"> • A sophisticated, perceptive and accurate analysis of

- *MOJO*'s use of conventional lighting and studio backdrop for photography connoting fame contrasting with *I am Hip-Hop*'s use of location and natural lighting – including choosing not to light the eyes – connoting authenticity
- any other relevant difference.

Responses may analyse similarities in the use of media language in the two extracts, such as:

- both covers use conventional layout for music magazines
- both covers use main images to dominate the page with direct address to the reader and serious facial expressions connoting seriousness
- both covers use sans-serif fonts for the cover lines connoting informality
- both covers use relatively subdued colour palettes connoting seriousness
- both covers use specialist fonts
- any other relevant similarity.

AO2(1b)

Responses must make judgments and reach conclusions about how far the media language is used differently in both extracts to create different styles. Conclusions do not need to be made in a separate concluding paragraph, but may be argued throughout.

Responses may argue:

- that both magazines are using similar media language to create a similar style (e.g. informal and forceful)

relevant examples of media language used in the two extracts supported by two or more detailed examples.

Excellent responses at the top of level 3 will typically address the 'style' element of the question.

Answers lower in the band will typically offer at least two detailed examples from each extract.

Level 2 (4–6 marks)

An adequate application of the relevant elements of the theoretical framework and of relevant media contexts.

- A competent and generally accurate analysis of mostly relevant media language used in the two extracts supported by one or more detailed examples; responses may be descriptive in parts.

Answers higher in the band will typically offer at least one detailed example from each extract.

Answers lower in the band will typically offer more vague examples that may be more descriptive.

Level 1 (1–3 marks)

A minimal application of the relevant elements of the theoretical framework and of relevant media contexts.

- Analysis of the use of media language in the two extracts, if present, is minimal and/or largely descriptive and may not be relevant

Answers higher in the band will describe some aspects of the media language with some reference to the extracts.

Answers lower in the band may be very underdeveloped or lacking reference to a media language element.

- that each magazine uses different media language to create different styles (e.g. politicised for *I am Hip-Hop*, celebratory for *MOJO*)
- any other judgements and conclusions supported by evidence from the extracts.

Level 0 (0 marks)

No response or no response worthy of credit.

AO2(1b) Make judgements and draw conclusions. (total 5 marks)**Level 3 (4–5 marks)**

A clear judgement and conclusion is reached and is fully supported by the analysis.

There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.

Level 3 responses clearly answer the question.

Level 2 (2–3 marks)

A partially clear judgement and conclusion is reached and is partially supported by the analysis.

There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.

Answers in level 2 may make implicit judgements about similarity and difference in media language/style, perhaps by juxtaposing two analyses.

Level 1 (1 mark)

An attempt to reach a judgement and a conclusion, partially supported by some analysis.

		<p><i>The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.</i></p> <p>Minimal responses in the lower mark band may offer personal opinion supported by descriptive reference to the products.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p>
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