

12. Subject Specific Marking Instructions

Annotations

Only tick elements of a response that are relevant. Either leave irrelevant or inaccurate content unannotated or annotate with 'SEEN' to indicate its irrelevance. Similarly, annotate whole page of irrelevant content with 'SEEN'.

Use 'CONT' in Questions 9 and 10 where a relevant context has been identified.

Section A - Music

1 State which **one** of the following regulates some newspapers and magazines:

- Ofcom
- IPSO
- BBFC

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

Answer	Marks	Guidance
IPSO Accept the correct word whether written or marked (e.g. ticked or circled) in the question.	1 AO1 1xAO1(1a)	1 mark for correct answer.

2 Explain how **two** radio stations address the needs of their different audiences.

(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) Accept identification of any two radio stations – local, national or international, BBC or commercial.	4 AO1 2xAO1(1a) 2xAO1(1b)	AO1(1a) 2 marks 1 mark each for identification of radio stations (up to two marks).

<p>Allow BBC Radio 1 Live Lounge (but not Live Lounge and Radio 1 as two radio stations). Allow descriptions such as BBC 1 if they are clearly referring to radio stations. Allow slightly misremembered station names, e.g. 'BBC Radio Asia'. Accept identification of audiences in terms of any demographic, taste or attitudinal group, or location.</p>		
<p>AO1(1a) and AO1(1b)</p> <p>Explanations of addressing different audience needs might include:</p> <ul style="list-style-type: none"> • Addressing the needs of specific age groups (e.g. in terms of presentational styles). • Addressing the needs of specific ethnic, national or regional groups (e.g. in terms of content, presenters or representation). • Engaging fans of different kinds of content (e.g. genre, mass or specialist interest). • Serving different audience uses of radio (e.g. for background or sustained listening). • Any other relevant explanation. 		<p>AO1(1a) and AO1(1b) 4 marks 2 marks for a valid explanation of how one radio station meets the needs of its audience. 2 marks for a valid explanation of how a different radio station meets the needs of its audience.</p>

(3) Explain how music videos use representations to promote their artists. Refer to the **two** set music videos you have studied from the list below.

- 1 Wheatus – Teenage Dirtbag/Avril Lavigne – Sk8er Boi
- 2 Beyoncé – Brown Skin Girl/The Lathums – I’ll Get By
- 3 Arlo Parks – Hope/ Harry Styles – Adore You
- 4 Tinie Tempah, Jess Glynne – Not Letting Go/Paloma Faith – Picking Up the Pieces

Assessment Objectives	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.) 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 explain how music videos use representations to promote their artists, for example:</p> <ul style="list-style-type: none"> • Using representations that engage with the values of the target audience. • Using representations that reflect the artists' image. • Any other relevant explanation. <p>Responses must discuss the use of representations in one specific pair of set music videos.</p> <p>Wheatus – Teenage Dirtbag (TD) and Avril Lavigne – Sk8er Boi (SB)</p> <ul style="list-style-type: none"> • TD uses conventional representations of mainstream teenage society whereas SB uses representations of anarchic youth to promote her image as an 'outsider'. • TD represents the point of view of 'the loser' to promote the artists as sympathetic, whereas SB represents a powerful woman to promote the artist as a role model. • Any other relevant representation points. <p>Beyoncé – Brown Skin Girl (BSG) and The Lathums – I'll Get By (IGB)</p> <ul style="list-style-type: none"> • BSG represents feminine beauty to promote the artist as an international figurehead for inclusivity, whereas IGB represents northern British popular culture to 	10 AO1 4xAO1(1a) 6xAO1(1b)	<p>Use Levels of Response criteria</p> <p>Level 3 (7–10 marks) Excellent knowledge and understanding of representations.</p> <ul style="list-style-type: none"> • AO1(1a) (2 marks) A clear demonstration of knowledge of how music videos use representations. • AO1(1b) A clear demonstration of understanding (demonstrated by application of knowledge) of how music videos use representations to promote their artists. • 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 'promote their artists' 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 representations in the two set videos with a weaker focus on how they promote their artists <p>or</p> <ul style="list-style-type: none"> • successfully explain how music videos use representations to promote their artists 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)</p>

<p>promote the band as rooted in their hometown.</p> <ul style="list-style-type: none"> • BSG represents the artist as at home amid symbols of status and elegance to promote the artist as culturally elite, whereas IGB represents the band as poor to promote them as sympathetic. • Any other relevant representation points. <p>Arlo Parks – Hope (H) and Harry Styles – Adore You (AY)</p> <ul style="list-style-type: none"> • Both videos represent the artist as empathetic and caring, positively promoting their brand. • Both videos avoid heterosexist representations, promoting their artists as inclusive. • Both videos represent the British seaside, promoting their artists as home grown. • Any other relevant 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 represents the working class city to promote the artists as urban, PUTP represents the upmarket country house to promote the artist as sophisticated. • NLG celebrates loving relationships to promote the artists as uplifting, PUTP represents the oppression in requiring perfection, promoting the artist as a social critic. • Any other relevant representation points. 	<p>Adequate knowledge and understanding of representations.</p> <ul style="list-style-type: none"> • AO1(1a) A partially clear demonstration of knowledge of how music videos use representations. • AO1(1b) A partially clear demonstration of understanding (demonstrated by application of knowledge) of how music videos use representations to promote their artists. • AO1(1b) Adequate use of the set products to support the answer. <p>Answers at the top of the level 2 band may successfully explain the representations in both set videos but with little or no reference to the ‘promote their artists’ aspect of the question OR May discuss the ‘promoting the artist’ aspect for both videos with limited exemplification. Answers lower in the level 2 band may discuss the representations in at least one set video but with little or no reference to promoting the artists.</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 representations.</p> <ul style="list-style-type: none"> • AO1(1a) An attempt to demonstrate some knowledge of how music videos use representations. • AO1(1b) An attempt to demonstrate some understanding (demonstrated by application of knowledge) of the use of representations in music videos. • AO1(1b) Minimal or no use of the set products to support the answer. <p>Responses at the top of level 1 may make an attempt at representation analysis of at least one set product. Answers at the bottom of level 1 will include some minimal description of at least one video.</p>
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4 Refer to Extracts 1 and 2 in the insert. Analyse **two** uses of stereotypes or anti-stereotypes in these extracts from MOJO and BBC Music magazines.

Assessment Objectives	<p>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.)</p> <p>Maximum 5 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 must analyse use of stereotypes or anti-stereotypes, for example:</p> <ul style="list-style-type: none"> • The representation of Patti Smith as an anti-stereotypically unsexualised female musician with her militarised costume and cover line, 'Life on the front line'. • The anti-stereotypical representation of Willard White (as countering the outdated stereotype of white classical musicians). • The stereotypical representation of an opera singer as authoritative in pose and expression and 'mighty'. • The stereotypical representation of a rock artist as confrontational. • Any other relevant representation. <p>Accept answers that assume Patti Smith is a man or a soldier or any mother mistake not related to Media Studies.</p>	<p>5 AO2 5xAO2(1a)</p>	<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 uses of stereotypes or anti-stereotypes in the extracts. <p>Excellent responses at the top of level 3 will typically offer sophisticated analysis of two uses of stereotypes or anti-stereotypes. Responses at the bottom of the band will analyse two uses of stereotypes or anti-stereotypes but one or both may be less focused or sophisticated.</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 • Partially relevant response to the question, demonstrated by some focus on uses of stereotypes or anti-stereotypes in the 	

		<p>extracts.</p> <p>At the top of the middle band there will be a partially successful attempt at analysing at least one use of stereotypes or anti-stereotypes.</p> <p>Responses at the bottom of this band will be more descriptive than analytical (e.g. listing the representations).</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 describe aspects of the extract without focussing on representation.</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 does the media language in Extracts 1 and 2 reflect genre conventions?
 In your answer you must:
- analyse the media language in Extracts 1 and 2 from MOJO and BBC Music magazines
 - make judgements and reach conclusions.

<p>Assessment Objectives</p>	<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>		
<p>Additional Guidance</p>	<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 might analyse the use of media language to reflect the conventions of the musical genres covered by the magazines:</p> <ul style="list-style-type: none"> • MOJO's primary use of sans-serif fonts contrasts with BBC Music's use of mostly serif fonts • Difference in the colour schemes of the two covers • Differences in the mise-en-scène of the cover images • Differences in the language-use • Any other valid differences. <p>AND/OR</p> <p>Responses might analyse the use of media language in the two extracts that reflects the conventions of music magazines, such as:</p> <ul style="list-style-type: none"> • Both covers use main images to dominate the page and place most or all cover lines on the right hand side, with a free CD on the left. • Both cover images use direct address. • Both covers use celebratory language about music. • Both covers have a house style that reflects the genre of music they are promoting – a brighter colour palette and 	<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 relevant examples of media language used in the two extracts supported by two or more detailed examples. <p>Analysis at level 3 will typically analyse media language elements using detailed exemplification from the extracts with reference to generic conventions.</p> <p>Level 2 (4–6 marks) An adequate application of the relevant elements of the theoretical framework and of relevant media contexts.</p> <ul style="list-style-type: none"> • A competent and generally accurate analysis of mostly 	

<p>sans-serif fonts for the rock magazine, a more muted palette and serif fonts for the classical music magazine.</p> <ul style="list-style-type: none"> Any other relevant us of music magazine conventions. <p>Responses must make judgments and reach conclusions about how far the media language reflects generic conventions. Conclusions do not need to be made in a separate concluding paragraph but may be argued throughout.</p>		<p>relevant media language used in the two extracts supported by one or more detailed examples; responses may be descriptive in parts.</p> <p>Answers at level 2 will typically analyse at least one element of media language in both extracts. There may be little or no reference to genre conventions.</p> <p>Level 1 (1–3 marks) A minimal application of the relevant elements of the theoretical framework and of relevant media contexts.</p> <ul style="list-style-type: none"> Analysis of the use of media language in the two extracts, if present, is minimal and/or largely descriptive and may not be relevant <p>Answers higher in the band will describe some aspects of the media language with some reference to the extracts.</p> <p>Answers lower in the band may be very underdeveloped or lacking reference to a media language element.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p> <p>AO2(1b) Make judgements and draw conclusions. (total 5 marks)</p> <p>Level 3 (4–5 marks) A clear judgement and conclusion is reached and is fully supported by the analysis.</p> <p><i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</i></p> <p>Level 3 responses clearly answer the question. They do not have to conclude one way or the other - reward nuance in the answer.</p>
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