

Cambridge **TECHNICALS LEVEL 3**

DIGITAL MEDIA



Combined feedback on the January 2017
Exam Paper
(Including selected exemplar candidate
answers and commentary)

Unit 1 – Media products and audiences

Version 1

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This resource brings together the questions from the January 2017 examined unit 1, the marking guidance, the examiners' comments and the exemplar answers into one place for easy reference.

The marking guidance and the examiner's comments are taken straight from the Report to Centre for this question paper.

The Question Paper, Mark Scheme and the Report to Centre are available from Interchange.



OCR
Oxford Cambridge and RSA

Level 3 Cambridge Technical in Digital Media

0584/3/0584/0/0584/5/0584/6/0584/7

Unit 1: Media products and audiences

Tuesday 10 January 2017 – Morning

Time allowed: 2 hours

You must have:

- the insert

First Name

Centre Number

Date of Birth

Last Name

Candidate Number

INSTRUCTIONS

- Use black ink.
- Complete the boxes above with your name, centre number, candidate number and date of birth.
- Answer all the questions.
- Write your answer to each question in the space provided.
- Additional paper may be used if required but you must clearly show your candidate number, centre number and question number(s).

INFORMATION

- Refer to the insert provided when answering questions 1 and 2.
- The total mark for this paper is 80.
- The marks for each question are shown in brackets [].
- Quality of extended response will be assessed in questions marked with an asterisk (*).
- This document consists of 12 pages.

FOR EXAMINER USE ONLY	
Question No.	Mark
1	14
2	16
3	17
4	16
5	12
6	10
7	7
8	20
Total	80

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Digital Media

Unit 1: Media products and audiences

Level 3 Cambridge Technical Certificate/Diploma in Digital Media
05843 - 05875

Mark Scheme for January 2017

Oxford Cambridge and RSA Examinations

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Cambridge Technicals
Digital Media

Level 3 Cambridge Technicals Certificates in Digital Media **05843, 05844**
Level 3 Cambridge Technicals Diplomas in Digital Media **05845, 05846, 05875**

OCR Report to Centres January 2017

Oxford Cambridge and RSA Examinations

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Oxford Cambridge and RSA

Level 3 Cambridge Technical in Digital Media

05843/05844/05845/05846/05875

Unit 1: Media products and audiences

Tuesday 10 January 2017 – Morning

Time allowed: 2 hours

You must have:

- the insert

First Name

Last Name

It was pleasing to note that a number of centres seemed to have used both the online resources and the OCR endorsed textbook to support the teaching and learning of Unit 1 for candidates. Some candidates were especially well equipped in terms of understanding media industries with clear examples, and many candidates gave detailed responses to fully communicate their answers. However it was also clear that some candidates did not have enough grasp of theory as a foundation to ensure full access to the extended response questions about how production techniques create meaning (Q5) or the wider media effects debate (Q8). Therefore answers to the extended response questions were not as comprehensive as they could have been.

It should also be noted that candidates did not seem to have been encouraged to explore media texts in the depth that is required in order to fully understand how the product is produced to create meaning and attract a specific target audience.

Questions 1a and b

Answer **all** the questions.

1 Use Fig. 1 below and your own knowledge to answer the following questions.

Fig. 1: Table from NRS (National Readership Survey) showing a selection of magazines and newspapers (Source: NRS, September 2015).

NRS Readership Estimates – Newspapers and Supplements
AIR – Latest 12 months: October 2014 – September 2015

	Adults						Men		Women			
	Total	ABC1	C2DE	15-34	35+		Total		Total			
UNWEIGHTED SAMPLE	32644	18679	13965	8119	24525		14579		18065			
EST. POPULATION 15+ (000s)	51798	28057	23739	16428	35388		25301		26495			
	(000s)	%	(000s)	%	(000s)	%	(000s)	%	(000s)	%	(000s)	%
Daily Newspapers - 6 Day AIR												
The Sun	4664	9.0	1654	5.9	3010	12.7	1193	7.3	3471	9.8	2692	10.6
Daily Mail	3605	7.0	2304	8.2	1301	5.5	463	2.8	3142	8.9	1742	6.9
Daily Mirror/Record	2433	4.7	871	3.1	1561	6.6	473	2.9	1959	5.5	1307	5.2
Daily Mirror	1953	3.8	686	2.4	1266	5.3	404	2.5	1548	4.4	1051	4.2
Daily Record	406	1.0	191	0.7	305	1.3	76	0.5	420	1.2	264	1.0
The Daily Telegraph	1150	2.2	995	3.5	155	0.7	112	0.7	1038	2.9	583	2.3
The Times	1014	2.0	918	3.3	96	0.4	172	1.0	842	2.4	578	2.3
Daily Express	845	1.6	452	1.6	393	1.7	59	0.4	785	2.2	412	1.6
Daily Star	838	1.6	190	0.7	648	2.7	223	1.4	615	1.7	534	2.1
The Guardian	793	1.5	699	2.5	94	0.4	208	1.3	585	1.7	435	1.7
I	533	1.0	413	1.5	121	0.5	125	0.8	408	1.2	335	1.3
The Independent	270	0.5	211	0.8	59	0.2	66	0.4	204	0.6	183	0.7
Net National Dailies	13528	26.1	7353	26.2	6175	26.0	2425	14.8	11103	31.4	7178	28.4
Gross national dailies	16161	31.2	8712	31.1	7449	31.4	3102	18.9	13059	36.9	8807	34.8
Metro	3272	6.3	1966	7.0	1306	5.5	1511	9.2	1761	5.0	1967	7.8
London Evening Standard	1836	3.5	1233	4.4	603	2.5	840	5.1	996	2.8	1136	4.5

(a) Explain what the term 'readership' means.

... *The total number of people (1 mark) who read a publication (1 mark)*

[2]

(b) Analysing the data about 'The Sun' and 'Daily Mail' newspapers, describe **two** differences in terms of their target audience.

... *Age of Sun and Daily Mail readers are different (1 mark) with Sun having over twice as many readers as the Daily Mail in 15-34 category (1 mark)*

... *The Sun has far less ABC1 (1 mark) readers than the Daily Mail (1 mark)*

[4]

Mark scheme guidance

1a) Two marks for suitable explanation.

Candidates may reference any of the print publications in the data provided in figure 1 to support the definition or any other print publication they may have studied.

1b) Two marks for suitable description.

Candidates will pick two of the potential four differences.

Answers will be supported with data from figure 1.

Examiner comments

This section required candidates to analyse and interpret audience data from NRS and RAJAR. In general it seemed that candidates had been prepared to analyse research data.

1a) This question allowed candidates to demonstrate their wider knowledge and most gained the maximum two marks for their explanation of 'readership'.

1b) Again, candidates were able to successfully describe the difference between the target audience of The Sun and The Daily Mail based on their data.

Question 1c

- (c) From your knowledge of demographics describe and justify the type of content that might feature in **four** newspapers of your choice from the data provided.

Newspaper 1

Content and justification

.....

.....

Newspaper 2

Content and justification

.....

.....

Newspaper 3

Content and justification

.....

.....

Newspaper 4

Content and justification

.....

.....

[8]

Candidates will pick four of the newspapers in Figure 1.

Content may include types or genre of articles or features and be appropriate for gender, age social grade data.

Mark scheme guidance

Two marks for each reason (1 mark) and justification (1 mark). Maximum eight.

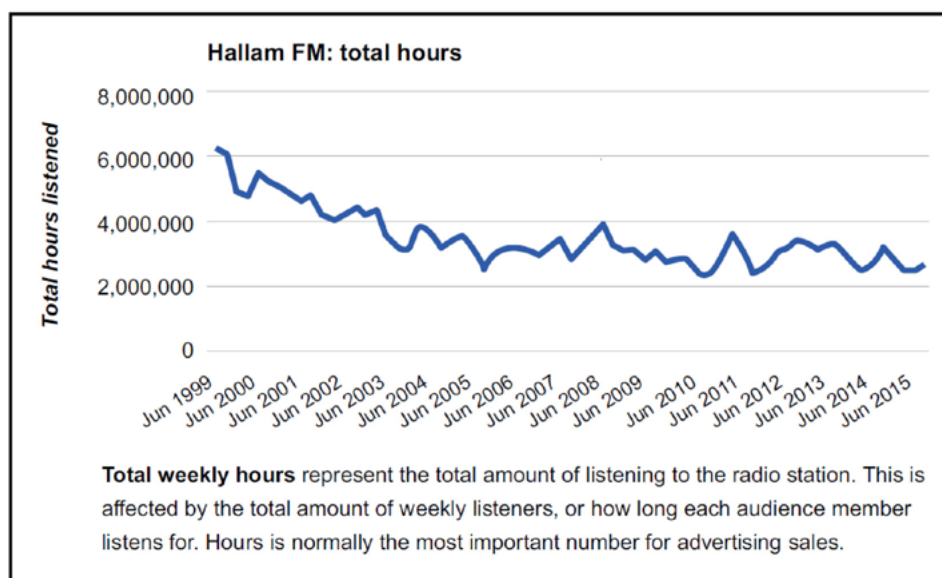
Examiner comments

1c) Whilst this was answered successfully by some candidates, it seemed that some candidates were not aware of the differences in content between different newspapers and therefore not able to think about how content links to demographic data. It is recommended that centres teach across different media sectors exploring the differences in content in relation to target audiences.

Question 2

2 Use Fig. 2 below and your own knowledge to answer the following question.

Fig. 2: Information from RAJAR showing the listening figures for Hallam FM from 1999-2015
(Source: Media Info, 2015)



From your knowledge of contemporary media consumption patterns, describe **two** possible reasons why the listenership of Hallam FM has decreased since 1999.

- 1 *Proliferation of media content available on other sources (1 mark) such as the internet.....*
... *and streaming services (1 mark) so the use of radio is dropping.*
- 2 *Use of mobile devices (1 mark) with music content being easily accessible wherever a*
..... *person is (1 mark).*.....

[4]

Mark scheme guidance

Two marks for each reason (1 mark) and justification (1 mark). Maximum four.

Candidates may reference examples of radio stations/online streaming or music video on demand services (e.g. YouTube, Spotify) as part of their answer. Pirate services may be referenced (LimeWire, YouTube Downloaders).

Examiner comments

For this specific question, candidates had to use their knowledge to assess why RAJAR data had suggested Hallam FM's listenership had decreased since 1999. The answers for this particular question stood out as particularly disappointing, with many candidates saying that the content is 'boring' rather than the more obvious answers that streaming, online distribution or portable devices had led to the decline of people listening to radio stations. This knowledge is covered in the specification under the impact of new media technologies in relation to the distribution of products.

Question 3

- 3 (a)** Explain the term 'conglomerate ownership'. Use an example to support your answer.
- ... *Conglomerate ownership is when a large company (1 mark) holds a number of subsidiary*
 ... *companies (1 mark) such as Viacom (1 mark).*
or
 ... *21st Century Fox (1 mark) is a large company (1 mark) that contains a number of smaller*
 ... *companies (1 mark).*
[3]
- (b)** Explain how a public service company operates differently to a commercial company. Use an example to support your answer.
- ... *Commercial companies make money and profit (1 mark) from advertising and*
 ... *sponsorship (1 mark). A public service company does not make money (1 mark) such as the*
 ... *BBC and S4C (1 mark).*

[4]

Mark scheme guidance

3a) Maximum three marks for definition with suitable example.

Candidates will explain how conglomerate ownership works and will use examples likely to have been studied including News Corporation, 21st Century Fox, Viacom, Disney and Sony.

Candidates may list subsidiaries (e.g. 21st Century Fox owns Fox Home Entertainment).

3b) Up to four marks for a suitable explanation including an example.

Candidates may reference public service companies such as the BBC and may compare them to a commercial company such as ITV or Sky.

Examiner comments

This section required candidates to use their knowledge about industries and specific media products and how they target audiences.

3a) This question was done well by most centres; conglomerate ownership structures and examples had clearly been well taught.

3b) Candidates, again, understood the differences between how a public service company and a commercial company operates. BBC v. ITV were used as examples.

Question 4

- 4** **(a)** Identify the name of **one** independent company in a media sector you have studied.
- ... *Warp Films (1 mark) or Sumo Digital (1 mark)* **[1]**
- (b)** Explain how the company you identified uses new media to promote its product. Use examples to support your answer.
- ... *Dead Island (1 mark) is a game from Sumo Digital that used social media (1 mark) to*
 ... *promote the game to users on twitter (1 mark) using annotated gifs and images (1 mark).*

 **[4]**

Mark scheme guidance

4a) One mark for identifying an independent company.

The name of an independent company will be given and it will be the name of a company not owned by a conglomerate.

4b) One mark for identifying a product and three marks for explanation of how promoted.

Candidates will reference a media product made by an independent company and give specific example of online distribution.

Examiner comments

4a) Answers by candidates in terms of the identification of an independent company clearly referenced the delivery guide and textbook (Warp).

4b) Centres are encouraged to explore local independent companies and the specific products they produce. There was both a lack of knowledge about Warp products, for example, and a distinct lack of knowledge about how they were marketed using social media.

Question 5

- 5 Analyse how production techniques have been used to create meaning in a media product you have studied. [12]

The answer will be dependent on the media sector and the products discussed in class. The answer will provide examples from a range of production techniques across either audio-visual, print, radio or web that create meaning for the audience.

Mark scheme guidance

Level 3: 9-12 marks

Excellent understanding of how production processes are used to create meaning in products within a specific media sector is demonstrated. A wide range of techniques will be discussed. The examples used from products to support ideas are **wholly appropriate and justified**. Sentences and paragraphs are consistently relevant, have been well structured, using appropriate terminology. There may be few, if any, errors of spelling, punctuation and grammar.

- This answer will be an extended response that will discuss how production techniques have been used to create meaning in a specific product.
- Answer will focus on a specific medium and will look at how micro techniques have been used to create wider ideas.
- Production techniques will be dependent on medium (e.g. for audio-visual texts it will be expected that terminology such as mise-en-scene, camerawork (including shot types (CU, LS, MS etc., angles, composition and movement), editing techniques (continuity and non-continuity) and sound are used).
- The answer will address meaning using semiotic terminology. The meaning is likely to focus on macro elements such as genre, narrative or representations.

Level 2: 5-9 marks

Good understanding of how production processes are used to create meaning in products within a specific media sector is demonstrated. The examples used from products to support **ideas are appropriate and partly justified**. There will be some errors of spelling punctuation and grammar some of which may be noticeable and intrusive.

Level 1: 1-4 marks

Limited understanding of how production processes are used to create meaning in products within a specific media sector is demonstrated. The examples used from products to support ideas are **sometimes appropriate**. There are likely to be some errors of spelling and grammar some of which may be noticeable and intrusive. Writing may also lack legibility.

Examiner comments

The most popular media sectors studied were film and print. However, as noted in the general comments above, there was a lack of engagement with the production techniques of a specific product. Where a question asks for a product to be referenced, then this should be clearly identified in the candidate's answer. For those studying film texts, there was a lack of understanding of production techniques or micro elements that were encoded to create meaning. The most successful candidates applied theory to their work; for example, candidates that quoted narrative theory, such as binary opposition, then explained how editing techniques or mise-en-scene choices reflected that theory, and therefore clearly understood the meanings created. Again more successful candidates displayed their knowledge with a range of production techniques.

Exemplar candidate work

Question 5 – low level answer

- 5 *Analyse how production techniques have been used to create meaning in a media product you have studied. [12]

In the SkyFall trailer many techniques were used to create meaning and interest. For example during the scene where Bond falls off the train all the music stops and we see him fall into the ocean. This creates the impression that Bond is going to die which means people are more inclined to see it. Other techniques are the constant jump cuts between action scenes to get hyped up for the movie as the main reason people go to see it is to watch Bond be an awesome spy and see the action.

Lastly the technique used in the trailer to create the most meaning I believe it is the iconic music. As once you hear Bond's symphony kick in it creates the feeling of nostalgia which is extremely strong when it comes to getting people to buy into seeing the movie.

4

Commentary

Whilst the candidate has clearly analysed a media product (Skyfall) and understood the question (how production techniques were used to create meaning) there were not enough techniques covered. This is why this is a low level answer.

To move this to a medium level answer, the candidate could have displayed their knowledge with a range of production techniques from elements in the chosen medium studied (in this case, film). For the chosen medium these elements include mise-en-scene, camerawork, editing and sound. To move this to a medium level answer the candidate would need to be more specific with terminology (e.g. panning shot, insert shot, cross cutting, use of non-diegetic incidental music).

To further show their understanding and to move this to a medium level answer the candidate could have analysed a specific extract from their chosen film (e.g. one chase scene from Skyfall) that would have allowed them to explore a range of techniques.

Question 5 – medium level answer

- 5 *Analyse how production techniques have been used to create meaning in a media product you have studied. [12]

In the film the martian many different production techniques were used to make the film really feel like it was on mars. This was done by the use of a seise back ground for scenes where the main character matt damon was standing on the surface. This production technique was used especially as in the movie it felt like the character was on mars.

Also in the film many different camera shots were used depending on a feeling in the movie e.g. when he panics because his crops dying and him losing oxygen the camera is at a extreme close up and moves with the actors. extreme long shots are used to show progression when he is making the farm and moving to the next mission. The camera shots used helped set the mood in many scenes and accompanied the sounds very well.

Finally in production the film makers would use tororov's theory to create a

Commentary

The candidate has clearly analysed a media product (The Martian) and understood the question (how production techniques were used to create meaning). However, this is a medium level answer because the analysis was mainly concentrated on discussing only one area of production techniques (camerawork).

For a high level answer the candidate could have displayed their knowledge with a range of production techniques from elements in the chosen medium studied (in this case, film). For the chosen medium these elements would need to also include specific examples from production techniques within the areas of mise-en-scene, editing and sound.

To move this to a high level answer the candidate would also need to be more specific with terminology (e.g. cross cutting, use of non-diegetic incidental music) and how these techniques create meaning (e.g. used to build tension, used to demonstrate character roles of good v. evil).

This is also a medium level answer because the candidate has also attempted to use appropriate theory (e.g. Todorov's narrative structure), however for a high level answer the candidate would have needed to apply the theory and back this up with specific examples from the product to demonstrate full understanding.

Question 5 – high level answer

- 5 *Analyse how production techniques have been used to create meaning in a media product you have studied. [12]

My media product, Life of Pi is aimed at those aged between 12-35, primarily female due to more feminine themes throughout the story line. Production techniques have been used including mise en scene, camera work, editing and sound and the following are the ways these create meaning.

- (T) Computer generated imagery has been used in order to create meaning and help audiences recognise ~~the~~ Life of Pi as a film in this genre, for a younger audience of 12 this is recognised as we are aware ^{one of} the main characters, Richard Parker would not be present without it. This film is an adventure fantasy hybrid and CGI helps bring this to life by showing us 'impossible' ^{eg} things. Branston and Stafford (1999) said genre minimises risk and by adhering to conventions this film has done so. Mise en scene plays an important role ~~as~~, particularly ^{costume and props} as they geographically place the location of the film for the audience. Piscine is shown in traditional Indian clothing ^{eg} which helps us as an audience follow the narrative and recognise ^{how} far it has progressed – again typical of this genre of film. For sound both non-diegetic and diegetic sounds are used to create meaning and verisimilitude for example. (T) (11)

5 Chimes and bells which are a recognised feature of other films ~~in~~ of the same genre - using this non diegetic sound over heavy ~~CGI~~ ^{eg} again connotes magic and adventure which are key themes throughout. Also playing traditional Indian music over scenes such as the ones at the Zoo reminds us of location and also adventure as this is not necessarily something the audience are associated with. A

T Finally shooting scenes in high key lighting in scenes such as the one in the dance hall where PISCINE falls in love creates visceral pleasure (Altman, 1999) which makes the audience feel happy and excited as it connotes just that, additionally scenes are shot in

5 low key lighting for a similar effect apart from this connotes sadness and death - A this is particularly relevant in the scenes showing the sinking boat. We as an audience are able to follow and predict upcoming events due to lighting choices.

T T It is also important that we are shown the importance of characters through both high and low angle shots. The Binary Opposition used throughout (Claude-Lévi-Strauss 1958) is man vs Beast the audience is shown this by scenes featuring PISCINE showing dominance being shot in a low angle to connote power especially in scenes featuring

Where he is trying to tame Richard Parker. ^(T) ^A
Richard Parker is shot from a high angle
to show he is being submissive. This is
important as we as an audience are
shown through ~~the~~ camera movements, key ^(T)
themes which helps particularly younger
people understand narrative codes ~~and~~ and
conventions.

Commentary

This is a high level answer because the candidate has analysed a media product (Life of Pi) in depth, discussed the target audience and fully understood the question (how production techniques were used to create meaning in relation to a specific audience and narrative).

This is a high level answer because the candidate has given examples from a full range of production techniques across the areas of mise-en-scene, camerawork, editing and sound. They have used high level terminology correctly (e.g. genre, conventions, hybrid, verisimilitude, use of non-diegetic sound). They have fully shown how techniques have been used to create meaning (e.g. CGI has been used to show us impossible things).

This is also a high level answer because the candidate has used genre theory (Branston and Stafford, 1999), applied the theory correctly and backed this up with specific examples from the product to demonstrate full understanding of genre and meaning.

For full marks the candidate could have discussed either another production technique or used another piece of appropriate theory.

Question 6

6 Describe **four** ways that a media product you have studied targets a specific demographic group.

1 *The Hunger games appeals to 16-24 year olds owing to: Young, identifiable cast (1 mark)*
 ... *relatable issues in narrative such as friendship (1 mark)*

2

3

4

[8]

Candidates will reference a specific media product made by a company they have studied the demographic group will be outlined. Candidates will describe the ways in which the product targets the audience. This will demonstrate understanding of content in relation to audience profiles. The product may be one that the candidate has referenced earlier in the exam paper.

If a candidate has discussed advertising techniques then credit should be awarded.

Mark scheme guidance

Two marks for describing the way in which a specific product targets a demographic group. Maximum eight marks.

Examiner comments

Few candidates were able to successfully state the specific demographic of a product and then how the content both engaged and targeted that demographic. More successful candidates also applied theory, such as Imaginary Entity or Uses and Gratifications, to this question. It is vitally important that candidates are encouraged to study specific products.

Question 7

- 7 (a) Explain **three** ways that online technologies can be used to enhance traditional advertising methods. You must use real media products/examples to support each of your answers.

1 *Viral marketing (1 mark) via YouTube (1 mark)*

2 *Online games (1 mark) to support film releases (Hunger games as an example) (1 mark)*

3 *Pop-up ads (1 mark) to support billboards and magazine ads for TV and film (1 mark)*

[6]

- (b) Identify **four** distribution channels that are used by media companies to reach audiences.

1 ... *Radio (1 mark)*

2 ... *Cinema (1 mark)*

3 ... *Online streaming (1 mark)*

4 ... *Websites (1 mark)*

[4]

Mark scheme guidance

7a) One mark for way online technologies can support traditional advertising (1 mark) and one mark for use of an example (1 mark). Maximum six marks.

Candidate answers are likely to include social media channels, blogs, forums, games, company websites, pop up adverts and viral marketing, streaming and video on demand services.

7b) Four marks for four distribution channels.

Do not accept Internet or online as a valid answer.

Examiner comments

7a) Answers to this question demonstrated that candidates knew the differences between traditional and online methods. Again, we saw a lack of referencing of products, which was the requirement of the question so candidates' marks were unfortunately capped.

7b) This was done well by most candidates, however there was a lot of repetition in the distribution channels when candidates referenced varieties of television channels or social media tools so, again, full marks could not be achieved.

Question 8

- 8 Discuss the possible positive and negative media effects a product you have studied might have on its audience.

[20]

-
- *The answer will feature a specific product and the target audience will be identified.*
 - *The candidate will make reference to the media effects debate and theoretical ideas as part of their answer.*
 - *The answer will show consideration of both positive and negative effects, although this does not have to be balanced and reward should be given for building of an argument.*
 - *The answer will feature examples from the media product.*

Mark scheme guidance

Level 4: 16-20 marks

An **excellent** understanding of the media effects debate and related theory is demonstrated. The examples used from media products and audiences to support ideas are **wholly appropriate and justified**. Sentences and paragraphs are consistently relevant, have been well structured, using appropriate terminology. There may be few, if any, errors of spelling, punctuation and grammar.

- Candidates can pick any product they have studied and will look at the positive and negative effects.
- This answer may not be balanced.
- Top answers are likely to demonstrate an understanding of relevant media effects theory and contemporary debate (Mulvey, Cohen, Gauntlett) and choice of theorists is likely to depend on the medium and product chosen.
- The answer may reference regulatory bodies in order to support ideas about media effects.

Level 3: 11-15 marks

A **good** understanding of the media effects debate and related theory is demonstrated. The examples used from media products and audiences to support ideas are **appropriate and sometimes justified**. There will be some errors of spelling punctuation and grammar but these are unlikely to be intrusive or obscure meaning.

Level 2: 6-10 marks

A **basic** understanding of the media effects debate and related theory is demonstrated. The examples used from media products and audiences to support ideas are mostly appropriate. There are likely to be some errors of spelling and grammar some of which may be noticeable and intrusive.

Level 1: 1-5 marks

Limited understanding of the media effects debate and related theory is demonstrated. The examples used from media products and audiences to support ideas are **sometimes appropriate**. There are likely to be some errors of spelling and grammar some of which may be noticeable and intrusive. Writing may also lack legibility.

Examiner comments

This question was either answered exceptionally well by candidates, or was answered badly owing to a lack of understanding or engagement with theory or case studies about the media effects debate. Again, some candidates did not reference a specific product as per the requirements of the question. It was clear that if candidates had investigated a specific product fully and applied the suggested theory such as the passive v. active audience, moral panics, Hall, Cohen, Gauntlett, Anderson, Mulvey then answers would have been more successful. Answers that explored a specific product in relation to the media effects debate and wider effects issues such as representations of gender and race demonstrated that candidates were able to fully understand the requirements of the question. Products such as Grand Theft Auto, Call of Duty, Fight Club, A Clockwork Orange, Football Factory, and Inception were deconstructed well in relation to relevant debates.

Exemplar candidate work

Question 8 – low level answer

- 8 * Discuss the possible positive and negative media effects a product you have studied might have on its audience. [20]

The documentary Bigorex is an example of a media product that affects its viewers positively. The goal of the documentary is to spread awareness of the uncommonly known condition called Muscle dysmorphia. While still achieving its goal as a means of information about the subject, Bigorex also shows how strong those effects can be if acknowledged or shown support, for example,

One man in the documentary has been insecure about his body due to bullying during middle school, and as a result had become obsessed with getting bigger (in terms of muscle). He sought help from an expert (which he also introduced) at ~~mass~~ ^{help} others overcome the condition like he did. They effectively raise awareness by showing how it can affect people friends or family. They interview a mother whose son was afflicted with muscle dysmorphia. She tells them that he had turned to muscle enhancing steroids and he died of ~~that~~ ^{heart} attack at the early age of 29. This shocking revelation goes to ~~audience~~ ^{audience} attention and makes them think of exposure about it.

Commentary

The candidate has discussed a media product (Bigorexia), yet only understood to very basic level the question (the possible positive and negative on a specific audience).

The specific target audience was not identified by the candidate and the effects debate was not covered at all in any detail. This is why this is a low level answer.

To move this to a medium level answer, the candidate would need to state the target audience and show some understanding of the effects debate. To do this they could reference some suggested theory about the effects debate such as the passive v. active audience and products create moral panics.

To move this to a medium level answer the candidate would have needed to quote examples from the product to back up any points or suggested ideas about positive or negative effects.

Question 8 – medium level answer

- 8 * Discuss the possible positive and negative media effects a product you have studied might have on its audience. [20]

The Grand Theft Auto series of video games are aimed at 18-35 year old males and can be seen to have predominantly negative effects due to their content of fast paced violence, sex and gambling. I shall discuss how this has effect on ~~its~~ audience and how some of this is positive. Laura Mulvey (1975) ^T says that media products subject women to the 'male gaze'; and Grand Theft Auto V is no exception. Women within the game are shown as prostitutes, ^{eg} sexual objects and generally passive - The hypodermic ^T syringe theory (1970's) Adorno and Horkheimer, suggests that audiences believe everything they see in the media. It is a known fact that children under the age of 18 have access to the game and according to this passive theory will begin to believe this in an acceptable view to take on women. In addition to this Anderson (2007) ^T said that exposure to fast paced, violent content can cause desensitisation, Grand Theft Auto V is described as containing 'gross' violence which by the age of 18 you should be able to filter out according to Mowitt (1972) ^T uses and gratifications theory - you should be able to use the product.

for escapism for example, Stanley Cohen (1972) which is a positive effect on the audience as a way of suppressing anger. Let's say, Stanley Cohen (1972) suggested the theory of 'moral panic' as to where groups of people are demonised and become 'folk devils'. This is subject to seeing 'copy cat crime' in the media for example in 2007 a boy from Ohio showed extreme violence toward his parents due to a 'ban of the game' in their home. This links finally to Alvorado (1987) who suggested media products misrepresent ethnic minorities, implying they are 'dangerous' - in GTA V many of the crimes are carried out by a black young male, ^{Franklin} this relates to the demonisation of both ~~ethn~~ ethnic minorities and young people therefore having a negative effect on its users. Exposure to younger people may result in the 'moral panic' towards these people and in relation, copy cat crime to resemble these characters.

END OF QUESTION PAPER

(11)

Commentary

The candidate has clearly discussed an appropriate media product (Grand Theft Auto), identified the target audience and understood the question (the possible positive and negative on a specific audience).

Suggested theory (e.g. Anderson, Mulvey, McQuail) was used to demonstrate understanding of the media effects debate. The candidate has also clearly learnt terminology relevant to the topic (e.g. desensitisation). This is why this is a medium level answer.

To move this to a high level answer, the candidate would have needed to give more specific examples from the video game to support theoretical ideas or potential positive and negative effects. To do this the candidate could have analysed a specific extract or sequence from the game to support points.

Question 8 – high level answer

- 8 * Discuss the possible positive and negative media effects a product you have studied might have on its audience. [20]

The film Batman: The Dark Knight was rated by the BBFC (British Board of Film Classification) as a 12A, however this was disagreeable by many parental viewers. The Dark

of Knight contains dark elements in the film, for example when it is ~~the Joker~~ indicated that the Joker stabs someone in the eye with a pencil, ~~and~~ although it is not visually shown, ^{the meaning and} it is

A a visually mental image is created by the audience which negatively affected some audience members. Parents complained about what the violence their children had consumed and following the

T hypodermic syringe theory by Vance Packard, who ~~was~~ describes how media is injected into the audience and how they

of respond negatively. An example that supports this theory is the 2012 cinema shooting of where a audience member ^{was argued} was negatively affected by the product. This ~~could have~~ ^{was argued} that it

A was the way the Joker was idolised in some of ^{the} scenes and led the said audience member to commit those acts of violence to feel the same power of the Joker. ~~But~~ During the

A time of the ~~the~~ Dark Knight's cinematic distribution, there was a height in media coverage for teenage knife crime and moral panic was one of the negative media effects the product had on the audience, as many parents believed ~~the~~ the Joker's favourite weapon of a knife was glorified and desensitised

young viewers.

However, these negative media effects were arguably caused by passive audience members. Analysing the ~~the~~ pluralism theory of a complete active audience, who are aware of the media they consume and in control of what they do with it, there are many positive media effects of the Dark Knight on the audience. For example, the Dark Knight gave audience pleasures ~~and~~ [Rich Atman] in some scenes for all main stream audiences.

With binary opposites of good vs evil, the audience experienced emotional pleasures of feeling happy and relieved when Batman saved people. This is a positive effect as the audience ~~is~~ get to escape from reality and ~~and~~ into the world of Batman and the Joker.

The negative effects are not all ~~caused~~ ^{conducted} by the product and is in fact used as a scapegoat by the government who blame the media, such as the Dark Knight, than ~~is~~ invert in other factors of the events of mental disabilities and access to weapons.

~~Never if there are~~

★ Personal identity is also achieved with audiences seeing Batman as a idol and encourages audience members to form their own identity built from characters they like.

END OF QUESTION PAPER

Commentary

The candidate has clearly discussed an appropriate media product (The Dark Knight), identified the target audience and regulatory certification (e.g. BBFC and 12A) and understood the question (the possible positive and negative on a specific audience).

Suggested theory (e.g. hypodermic syringe) was used to demonstrate thorough understanding of the media effects debate. The candidate has also clearly learnt terminology relevant to the topic (e.g. desensitisation).

The candidate has also given detailed examples from the film to support theoretical ideas or potential positive and negative effects. The candidate has also demonstrated their wider knowledge of the effects of their specific product on the audience (e.g. 2012 US cinema shooting). This is why this is a high level answer.

To get full marks the candidate could have given specific detail about wider effects debate about the medium they have studied (e.g. wider debate about the effects of film on youth audiences).



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