

What this exam paper is all about:

This paper is Component 1: Media Products, Industries and Audiences.
It is testing:

AO2 (Section A) - Apply knowledge and understanding of the theoretical framework of media to:

- analyse media products, including in relation to their contexts and through the use of academic theories
- make judgements and draw conclusions.

AO1 (Section B) - Demonstrate knowledge and understanding of:

- the theoretical framework of media
- contexts of media and their influence on media products and processes.

The paper is made up of 2 sections. Section A is worth 45 marks and Section B is worth 45 marks.

The exam lasts 2 hours 15 minutes, including time to study the audio-visual and print resources.



Media Language

Question 1 is based on the audio-visual resource: an advertisement which is part of the *This Girl Can* campaign, produced by Sport England in 2017:

<https://www.youtube.com/watch?v=mwKmYibtFYw>

Explore how the combination of elements of media language influences meaning in the *This Girl Can* advertisement.

Instructions from exam paper

(note: the amount of viewings for exams from 2020 onwards has now increased to three as below, instead of two as on the exam paper)

You will be allowed **one** minute to read Question 1. The advertisement will be shown **three times**.

First viewing: watch the advertisement.

Second viewing: watch the advertisement and make notes. You will then have **five minutes to make further notes**.

Final viewing: watch the advertisement and **make final notes**. Once the final viewing has finished, you should answer Question 1.



Question 1: skill being tested – analysis (AO2)

Time for answering: approximately 20 minutes, not including viewing time.

Approach:

Re-read Q1 and pay attention to the key words highlighted.

Command
word for AO2
- analysis

How different
aspects work
together

Can include a wide
range of aspects, e.g.
camerawork, editing,
sound, visual codes
etc.

Semiotics
Connotations
Ideologies

Explore how the combination of elements of media language influences meaning in the *This Girl Can* advertisement. [15]

How might the purpose of the product affect its meanings?

Consider mark
allocation, timing and
length of response
required



- Be **selective** about the aspects of media language and parts of the advert you include – you can't cover all of them for 15 marks so choose the most significant/ interesting/ important in influencing meaning
- Focus on the keyword '**combination**' – which elements of media language are combined to influence meaning? e.g. sound and visual codes, camerawork and editing etc. – and **consider the specific effects of the combination/s**, rather than simply analysing individual elements
- **Organise your response around the elements of media language you have chosen to focus on**, not as a chronological walk through – this will allow you to explore what is most significant, provide a clear structure and develop a more sophisticated response
- Remember **this is a media language question**, not a representation one – your focus should primarily be on textual analysis of meanings within the advert, not analysis of representations as such (as this is assessed in Q2 on this paper)
- Analyse **specific** shots / uses of sound / editing techniques etc. and **use subject specific terminology** – you will be credited for accurate and appropriate use 

Practice

- Write part of your response to Q1, using the guidance from the previous slide.
- Use paragraphs to separate your main points based around elements of media language.
- A paragraph may be of different lengths but should be at least 4 sentences.
- It should be long enough to explore the element of media language being considered.



Feedback – Selected Points From Mark Scheme

- Purpose: advert has a clear purpose/message to make exercise seem less daunting and encourage women of all ages to become involved
- Responses may be informed by reference to relevant theories, such as semiotics
- Montage of images juxtaposing different, ordinary women in diverse situations e.g. applying lipstick/playing rugby, all involving exercise - suggests women of all ages and shapes can exercise in some way
- Final bird's eye view shot shows group of women, logo and slogan of campaign, reinforcing it in audience's mind
- Use of poem in voiceover and matching of images to the words, e.g. 'I'm not cute or built to suit a fashion model size' juxtaposed alongside range of images of different women



Question 2: skills being tested – analysis, making judgements and drawing conclusions (AO2)

Time for answering: approximately 60 minutes, including studying print resource

Approach: Re-read Q2 and pay attention to the key words highlighted.

Command word for AO2 –
analysis, but specific
requirement here to compare

Consider what you know already about
these 2 papers - how might this affect
the 'versions of reality' they construct?

Compare how these pages from the *Daily Mail* and the *Daily Mirror* construct versions of reality. [30]

Suggests idea of representations as
mediated: not 'window on the world'
but re-presentation

Consider mark allocation,
timing and length of
response required

Consider how representations are
created through selection and
construction – links to 'choices media
producers make' in bullet point



- This is an extended response question where you gain marks for the quality of your essay writing, including relevance of content, logical and fluent structure, use of examples to support points or arguments – this means you should spend some time planning your answer before writing
- Your plan should include the following:
 - introduction (1 or 2 paragraphs) - outline the focus of the essay and **engage with the key words or concepts within the question**; as this is a question on representation, it would be valuable to introduce this
 - main body – a series of paragraphs covering the key points of the essay
 - conclusion – a final paragraph which sums up your response and **forms a conclusion in response to the question set**
- Remember **this is a representation question** – you should aim to apply knowledge and understanding of relevant concepts, theories and theoretical perspectives to develop a point of view
- Ensure you address all of the bullet points in the question (on the exam paper)
- Ensure you address the specific question set, engaging directly with the key words in the question

Practice

- Write an essay plan for your response to Q2, using the guidance from the previous slide.
- Include paragraphs for the introduction, main body and conclusion with headings to separate your content.
- Include at least 4 bullet points of content under each paragraph heading.
- You should be able to write your essay from the plan.



Feedback – Selected Points From Mark Scheme

- Application of knowledge/understanding of representation, e.g. how representations invoke discourses/ideologies, how events/issues are represented through selection and combination
- Mediation - paradigmatic choices, e.g. language and mode of address
- How newspapers construct versions of reality through ways in which they re-present events:
 - Similarities - e.g. events represented in both newspapers reflect ideology/discourse of the newspaper: *Daily Mirror* - left-wing, liberal anti-Republican stance in relation to US election and *Daily Mail* - right-wing, anti-Labour position related to General Election
 - Differences - e.g. *Daily Mirror* - representation of statue weeping in despair accompanied by choice of headline reflects political ideology of newspaper, *Daily Mail* – constructs positive image of Theresa May: emotive language and photo selected to make her appear strong and in control
- Both papers clearly relate to political contexts, e.g. *Daily Mail* uses emotive language offering biased view of election with aim of persuading voters; *Daily Mirror* attempts to place event in global context whilst making links to the UK ('America's Brexit') to make it culturally relatable to readers - 'what it means for you and the world', giving an idea of the momentous and implicitly negative repercussions of the event



- Make sure you are clear on the requirements of each section of the exam in terms of the focus, assessment objectives, requirements etc.
- Identify the key words in, and focus of, the question carefully and ensure that you answer the question actually set
- Use your knowledge, understanding and analysis of the set products studied in class to inform your analysis of the 'unseen' products for Qs 1 and 2
- Use the language of semiotics and subject specific terminology to enhance your textual analysis for Section A
- Spend some time planning longer answers, especially where you are being assessed on extended response (essay writing) skills
- Pay attention to any requirements of the question, e.g. to refer to the front cover **and** article etc.
- Use theory/theoretical perspectives to enhance your answers but ensure that it is **relevant and applied**. **Don't include theory for the sake of it or simply 'download' it.**
- Remember that Section B is assessing your knowledge and understanding of media industries and audiences. The set products are vehicles for demonstrating this - do not include textual analysis in Section B

