Example Candidate Responses
Paper 4

Cambridge International AS & A Level
Media Studies 9607

For examination from 2017

Version 1.0

Contents

Introduction

The main aim of this booklet is to exemplify standards for those teaching Cambridge International AS & A Level Media Studies (9607), and to show how different levels of candidates' performance (high, middle and low) relate to the subject's curriculum and assessment objectives.

In this booklet candidate responses are derived from scripts of candidates from June 2017 to exemplify a range of answers.

For each question, the response is annotated with clear explanation of where and why marks were awarded or omitted. This is followed by examiner comments on how the answer could have been improved. In this way, it is possible for you to understand what candidates have done to gain their marks and what they could do to improve their answers. At the end of the booklet, there is a list of common mistakes candidates made in their answers for each question.

This document provides illustrative examples of candidate work with examiner commentary. These help teachers to assess the standard required to achieve marks beyond the guidance of the mark scheme. Therefore, in some circumstances, such as where exact answers are required, there will not be much comment.

The questions and mark schemes used here are available to download from the School Support Hub. These files are:
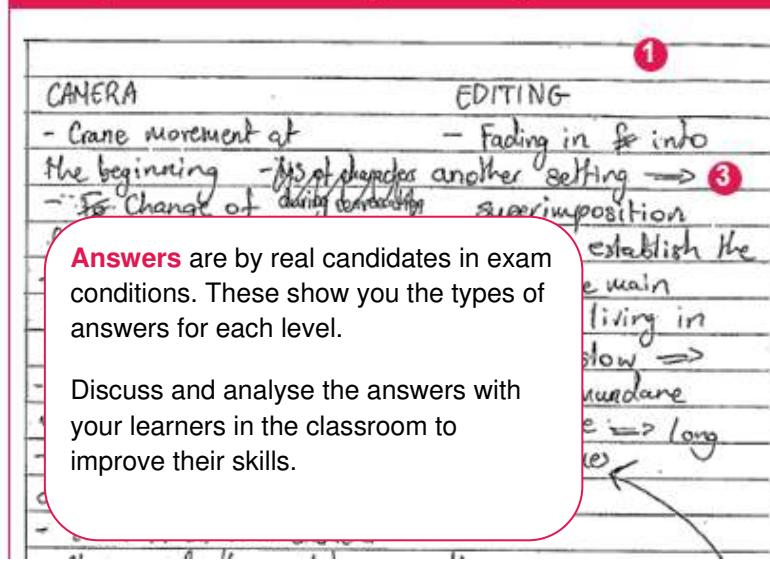
> **June 2017 Question Paper 42**
>
> **June 2017 Paper 42 Mark Scheme**

Past exam resources and other teacher support materials are available on the School Support Hub www.cambridgeinternational.org/support

How to use this booklet

This booklet goes through the paper one question at a time, showing you the high-, middle- and low-level response for each question. The candidate answers are set in a table. In the left-hand column are the candidate answers, and in the right-hand column are the examiner comments.

Example Candidate Response – high

CAMERA	EDITING
- Crane movement at	– Fading in fe into
the beginning	– MS of characters another setting
- To Change of during conversation	superimposition

1

Answers are by real candidates in exam conditions. These show you the types of answers for each level.

Discuss and analyse the answers with your learners in the classroom to improve their skills.

Examiner comments

1 Notes by candidates: Commonly, these notes appear to be rather random observations, which may not be that helpful to their writing of the actual response. Candidates need to be prepared for th

Examiner comments are alongside the answers. These explain where and why marks were awarded. This helps you to interpret the standard of Cambridge exams so you can help your learners to refine their exam technique.

How the candidate could have improved the answer

The candidate could have balanced up their res especially to note its comic tone and to conside reflects the range of textual analysis from the ex

This section explains how the candidate could have improved each answer. This helps you to interpret the standard of Cambridge exams and helps your learners to refine their exam technique.

Common mistakes candidates made in this question

(c)   The examiner was expecting a brief description of one difference between the processes of active transport and diffusion. The use of the term 'outline' implies that brevity is required.

Many candidates gave a definition of diffusion but left the response incomplete as they did not say how active transport was different.

Often candidates lose marks because they misread or misinterpret the questions.

Lists the common mistakes candidates made in answering each question. This will help your learners to avoid these mistakes and give them the best chance of achieving the available marks.

Question 1

Example Candidate Response – high	Examiner comments
AS Plan - digi tech AS: research and planning — timing: 10:30 → important → Youtube, YT, Vimeo art: Used paper work → physical visual. A2: research and planning less important → confident + understood AS: last production v. important → creativity + confidence A2: confidence to expand into other techs. a. Digital technology played an important role in the production of both my AS coursework, a psychological thriller opening entitled 'steam', and my A2 coursework, a folk rock music video for the song 'Shut up kiss me'. **(1)** During the research and planning stage of AS production, digital technology was essential in providing me with confidence and groundwork needed to embark on a well informed, effective piece. As I just started the course my skills regarding conventions and expectations of media was limited but digital technology **(2)** insured that amended this. In order to visualise the narrative and the audience's expectations of psychological thriller, I watched several films, Seven, Black Swan and Psycho, and related 'visual essays' on Youtube and Vimeo. These inspired me to use **(3)** the conventional low key lighting and manipulate the shadows to intensify tension. Further, a visual essay on the use of mirrors in Black Swan illuminated to me how the use of semantic codes can effectively illustrate a psychological fragmentation in the use of a cracked mirror or the protagonist looking into a mirror to emulate introspection. We then employed this in our production. We used facebook messenger **(4)**	**(1)** Good clear introduction which indicates projects done during the course. **(2)** Good reflection on starting point for the course. **(3)** Articulates digital research and what she has learnt from it. **(4)** Digital technology as a communication tool.

Example Candidate Response – high, continued

Examiner comments

and bigger as a group to communicate ideas and elevate the collective idea through eachother's influence. Further, the use of Yougov allowed us to look into a conventional audience for a psychological thriller, females of the demographic ABC1, allowing us to decher to effectively tailor the ideas to the audience as well as knowing that an abstract, complex narrative was suitable for our intellectual audience. However much of our narrative ~~was~~ and inferences were still visualized and collected on paper; we drew our storyboard and mood boards for inspiration showing how we still were not confident enough to utilise ~~digital tech~~ digital technology to its full potential.

At A2 level this changed, we were far more engaged with digital technology to inform our planning. We used google maps and Bangkok bloggers to research and compile potential locations which worked collaboratively on google slides. This was ~~facili~~ our final decisions were facilitated by visiting the places in person but use of digital technology was critical in the narrowing down and planning of our final day shoot. Further we used sites such as genius lyrics and Youtube to research the meaning behind the lyrics so we could effectively illustrate and amplify them as directed by the theory of Goodwin. Further, digital technology ~~was for~~ was more important in gaging the expectations of the audience; Yougov informed us as to who our audience was. But when we ~~templt~~ presented the narrative in our treatment made collaboratively on Google slides and we were able to gain personal feedback facilitated by digital technology.

In post production for my AS work, digital technology was absolutely critical to the production of the opening. As our planning had been ineffective, ~~we are left with~~ we

5 Digital platform to log the process.

6 The candidate cites a range of online resources and very specific examples of how these worked in practice. This is a sign of a strong answer.

7 The candidate ends the paragraph with some good reflection.

8 The answer moves on with a sense of progression.

9 The candidate articulates ways in which digital technology was used for collaborative purposes.

Example Candidate Response – high, continued	Examiner comments

were short on time and would not therefore reconcile the conflated, confusing, ineffective narrative of the first cut, which we had received bad feedback for. Thus, I was left to research editing techniques to make the narrative more visually interesting and stimulating and how to illustrate the fragmented personality of our schizophrenic protagonist. Tutorials on Youtube helped me to create an effect on premier using masking and opacity of intangibility and duplicity as it appeared that the antagonist and protagonist were one. Further, I used tutorials on Youtube to polish my skills in After effects to create an impactful title sequence and correct the background noise of the clip with Adobe audition. In the end, my digital technology skills created an effective piece.

(10) Digital research.

As I had self taught myself at As many digital technology skills, it gave me the confidence to explore and experiment with other digital technologies at A2; I was able to use Photoshop and Apps such as Neon Me and Visco cam after much trial and error with other alternatives to create a professional looking digipak at A2 level to promote the artist in the music video we created. I was not afraid to try and fail too using my digital technology skills, as I had built the confidence to synthesise the effects of different technologies to achieve a greater effect.

(11) This is the weakest part of the response, in that the candidate says very little about the use of digital technology on the production work itself. The candidates could have explored particular tools within each program and how they used them. The reflection is very good, but the specific detail is lacking.

Thus, digital technology was extremely important in the production of my portfolio works as it allowed me to actually create my pieces to have a greater effect on my audience and the production's reception. The development of my skills at As level gave me the confidence to expand and diversify my skills with other digital technologies.

(12) This is a well written conclusion. The only thing preventing this candidate from getting to the top of the mark range and well into level 5 is the lack of emphasis on the use of digital technology in the post-production stage, where there is much to be said.

Mark for (a) = 19/25

Example Candidate Response – high, continued	Examiner comments
Plan: media language finish: 11:00. *micro elements* *edit & sound & mise* *cinema.* ① mis-en-scene ↳ ordinary place, extraordinary events ↳ romantic codes: shadows, sinister lighting. ↳ underscored by sound. ② Genre: Altman: construction of visceral, emotional and intellectual puzzles → Excitation theory ↳ scream bus ↳ obtrusive state ↳ Jumpscare ↳ enigma of mise ↳ ABC 1. ↳ oppressive state ③ O'shaug & Stadler: representation: construction not reflection ↳ Kretschmar: ambiguity rules → fragmented ↳ subjective n.d. → masking SFX • Jumpscares → time construct.	
I will be analysing my AS production of a psychological thriller opening where the internal struggle of a schizophrenic protagonist antagonist is portrayed established. This occurs in a washroom, where the character's introspection and intangible psychosis reveal themselves to the audience. This analysis will be conducted using the concept of media language.	13 This is very clear on what is to be used as the focus of the answer.
As thriller As a psychological thriller, there are many expectations of the audience in the use of codes and conventions. As chandler views one of the modes of identification of genre to the setting, setting in psychological thrillers are conventionally an ordinary place in which extraordinary events occur. this can be viewed concurrently with Walters view that for audiences to be scared, the fear must be relevant. Therefore, the use of mis-en-scene in	14 Throughout the answer, the candidate makes lots of reference to writers on media studies concepts. 15 The candidate shows grasp of what is meant by media language by looking at each technical code in turn.

Example Candidate Response – high, continued	Examiner comments
(16) creating the verisimilitude that can be exploited was essential to the effectiveness of our psychological thriller opening; thus we used a washroom as our setting where the extraordinary events occur. The construction of tension using the mis-en-scene was heightened by the heavy contrast and low key lighting to darken the room, creating an oppressive sense of the unknown in the audience. Further, the use of the conflict codes of mirrors and steam furthered the illustration of psychosis; mirrors connoting internal exploration and steam suggesting the intangibility of the problem.

To make our opening an effective piece of a psychological thriller, the creation of tension was essential. If genre is viewed using Altman, as a construction of set (17) of pleasures then the construction of these pleasures was ~~eaten~~ using media language was essential to the production. The construction of visceral and emotional pleasures of the audience's response to the piece was heavily facilitated by the selective use of filming techniques. For example, the (18) use of the Lewton Bus scare technique was employed to momentarily build and release tension in the audience, lulling them into a false sense of security to be exploited; this can be attributed to Zillman's Excitation Transfer Theory as the building of tension heightens the feeling of catharsis. The discomfort in the audience was created through the use of obtrusive shot types such as close ups and extreme close ups which forced an uncomfortable, unnatural framing of the (19) protagonist onto the audience. The continual zoom and movement of the camera using handheld and dolly shots created a dynamism to the piece that was unrelenting for the uncomfortable audience. Further, the use of jumpcuts heightened this as time was | (16) This is a good clear analysis.

(17) There is a bit of a danger that the candidate starts to stray into a genre analysis which would be a different question.

(18) Again there is some excellent use of critical writing and a very detailed, analytical paragraph.

(19) Good focus now on camera use. |

Example Candidate Response – high, continued	Examiner comments
manipulated creating a sense of uncertainty in the audience. Thus 'media language' created the tension which iv central to the genre. **20** In our piece here, the representation of mental illness, according to representation is a construction thus our construction of schizophrenia heavily relied on the use of media language. In our research we find that due to the ambiguity of roles in a patriarchical society, it is not surprising that mental illness in women is manifested as a 'fragmentation' (kretschmar). Thus, we the creation of a described as a subjective narrative depth in order to illustrate the internal struggle and split of the protagonist was created using special effects; the technique of masking and manipulated opacity created a visual representation of fragmentation. The objectivity of the narrative depth was further illustrated through the manipulation of time in the diegesis being jump cuts. Further, the non-diegetic, sinister, brooding orchestral soundtrack underscored this surreal subjectivity, all creating an abstracted, dark, distorted subjectivity. **21** To conclude, media language was critical to the creation of tension and fear in the audience, which is critical to the genre of the piece. Further, media language created a poignant representation of mental illness in our production.	**20** This paragraph contains some very good sophisticated arguments, notably around how the text constructs a representation of mental illness for the audience. **21** This is a good conclusion. A bit more on editing and sound would take the response to the very top level 5. Mark for (b) = 21/25 **Total mark awarded = 40 out of 50**

How the candidate could have improved the answer

(a)   The candidate could have said more on the actual techniques used in programs such as Premiere, Photoshop and After Effects and the impact of digital technology of the product itself rather than talking generally about digital technology and skills within production and emphasising the research element to such a degree. This would have provided enough balance to gain a high level 5.

(b)   The candidate could have written more about editing and sound and thus avoided straying too much into answering about genre.

Example Candidate Response – middle	Examiner comments
a) Digital technology nowadays holds the primacy when advertising or promoting a certain product, as with changing times over these years a wide mass of audience can be attracted by the use of digital technology. As a result, our main focus was to use as much available technologies around, to give a more sound professional look to our product.	**1** This is slow start. Given that candidates only have 30 minutes to answer the question, it would be better to get straight into the response.
First off, we started with our Foundation portfolio, choosing a comic genre for our opening sequence, which allowed us to learn and emphasise on the basic knowledge of producing or making a film. Before we stepped onto the actual filming of this product 'Ji Baji Ji', we had thoroughly been gone through a lot of research works by our senior and other alumni candidates. By this we were able to cope with our film making techniques Polishing our skills along the way.	**2** Again not really focused on 'digital'. Presumably the candidate means she did digital research, but at this stage the response is on a very general level.
Prior to even finalising this product, we were enthusiastic enough to take part in multiple media based competitions and we made a music video for an internal school competition we did location scouting, choosing Lahore Fort as the final location. At this stage we had no idea about the key terms of film making We used quite a risky software Edius,	**3** It is not clear why the candidate thinks this is risky. This could be a good point, but it is hard to tell.

Example Candidate Response – middle, continued	Examiner comments

for editing of the very first video made by our team, now as we see it, we realise, it's a long way back as our film making has improved in all respects.

4 Also prior to even taking part in this competition and we made a preliminary task (video) of 1 minute or so, not even focusing or considering the prime terminology of continuity, no basis of color/lighting was followed, and we neglected the impact of sound on any video, hence, ignoring all the ambient or selective sounds. We edited this on windows movie maker live, this suggests that we started off as complete beginers.

The moment we finalised our script, we were given the warning sign of challenging yourself and moving out of our comfort zones. Thus, we selected a comedy stereotypical representation of robbery, class differences and illitracy. After completing our script work and shot listing, we made our story board on a basic paint software while focusing on administrating major software's on the final product.

5 Conversely, we used Adobe Photoshop CS5 for the designing of our title preview, as it allows you to integrate several features at a time, enhancing the look by adding different colour schemes. To further polish our skills on this software, we made

4 There are some good points here on what the candidate has done and some of its limitation

5 At last the candidate seems to be explicitly onto digital technology.

Example Candidate Response – middle, continued	Examiner comments
our ~~mood~~ mood board on photoshop as well getting an overall vision of what our product highlights or indicates	
6 Moving on to integrate more technologies we used Adobe Premiere Pro CC for our both foundation and advance portfolio. For our advance portfolio of a trailer 'Dehshat' we were able to balance different color corrections of blood or the smokey backgrounds, as the plot indicates to be an action-drama film, based on true events of an attack on army public school on 16th December '14 in Peshawar, we challenged ourselves by adding the concept of women victimisation as we depict an attack of terrorists on male students, rotating or reciprocating this and showing an attack on girls.	**6** This is much better now, as the candidate is being much more specific about the technology and what they wanted to create with it.
We used more profound softwares for advance portfolio as we were here aware about the plausible film making technique, even before working on our final product we watched several editing tutorials on Youtube for more awareness, as with time, we made several **7** documentaries and more music videos and several advertisements for some competitions We gave different color tones to every product we made to test our own skills on Adobe Premiere Pro CC We also tried making a stop motion	**7** Again more explicitly reflecting upon digital research, which is good.

Example Candidate Response – middle, continued	Examiner comments

add for a competition which opened our minds about the diversity in media or film making. **8**

Moreover, being the editor; I wanted to create an evoking little preview for our trailer, as we try to attack and attract patriotic elements of our representative audience. Thus, we planned on using adobe after effects, at beginning it was a difficult software to come about, later on by making several introductory videos for a competition held and hosted by my school, I was able to replicate the standardised logo of a boiling fire triangle from a youtube tutorial, as you see at the end of the trailer. **9**

From our preliminary tasks to music videos using several video editing softwares and establishing some new, we were able to immensely polish our editing skills through digital technology. It is digitalised techniques adoption, that helped us to work on Edius, to windows movie maker live, to officially moving on to adobe Premiere Pro CC, giving vintage 'Go Girl' effects to the scene of our opening sequence and high levels of **10** RGB contrast corrections to our trailer, using Photope Adobe Photoshop for the final poster of our advance portfolio, mixing and matching different schemes. Using Adobe Audition for audio profoundness.

Examiner comments

8 However, there are lapses back into descriptive elements which do not really focus on the question.

9 The candidate never really fully articulates how the digital makes a difference.

10 The candidate indicates some 'step ups' in use of software, but it is only really with photoshop that they are clear on how these impacted upon the projects.

Example Candidate Response – middle, continued	Examiner comments

To conclude, we can produce a basic film product as we are aware about the concept of digital technology integrating to change a product better for our product. **(11)** We also used Celtx for script writing and several online digitalised softwares to publicise our product. **(12)**

b) One of our productions that can be analysed properly by using the concept of media language, we can use our trailer from advance Portfolio 'Delishat' symbolising an event that affected many. **(13)**

Our product holds the narrative of culturally profound values of the Pakistani nation, as it is based on the Peshawar district area, representing Pathan family children, being attacked on a routinely school schedule. As Todorov, suggests we have an equilibrium to follow when understanding narrative, there can be a disequilibrium or a new equilibrium as well Alongside, as Micheal Eric Dyson suggests that people understand a narrative on the basis of how relatable the storyline is in provoking them to fully commit to the film or product Thus, we showcase an attack on children, brutal and deadly ~~enough~~ enough to patriotically affect the nation. No matter how strong one can be, if the narrative is what Barathes, states **(14)**

(11) This feels like an aside and again is not really explained

(12) Overall, this is a Level 3 response which offers some reflections on the production process and the role of digital technology in that.

Mark for (a) = 15/25

(13) Good clear start.

(14) So far, all of the response has been about narrative. There is no clear sense yet whether the candidate understands media language as a category.

Example Candidate Response – middle, continued	Examiner comments

that enigma code can leave the viewers in awe of the narrative, be it an open text or closed. We here, leave the audience with the ~~pleasure of~~ narrative pleasure of a cliff hanger, which means we do portray what exactly happens in the film through our trailer and teaser but we leave the audience in mystery of what was the reason. or what may happen post this deadly attack, as we show the same teacher suffering the trauma of post event. leaving a cliff hanger of whether she might suffer from post traumatic stress or something else would have happened with her that no one knows about

15 Furthermore, McQuail highlights how media or films are used in terms of gratification. Arguing that people in general only view films for surveillance diversion or just to cope up with the world He suggests that not all kinds of viewers can be pleased at a time, as some may not show concern for a drama trajedy story Thus, we know that certain kind of emphasising attitudes of audience will help us gain their attention.

Moreover, as Laura Mulvey, suggests that women are only portrayed in sexist ways, with stereotypical assumption about their roles, media often 'male gazes' a women

15 Again, it is not clear how this is relevant to the question set.

Example Candidate Response – middle, continued	Examiner comments
16 supported by John Berger who states that women only appear on media to be accepted by the male dominant supremacy. However, we have tried our best to portray women as an independent identity of their own, working as teachers and thriving to study no matter how much they are objectified. We showcase a strong independent work of our character/protagonist who despite the social burdens from the culture, follows her heart and did what she wanted to.	**16** This is all very interesting and draws upon a range of writers, but it is more useful for a different question.
17 As Propp, states that genre shows the characteristic features of a social action carried by an actor. He suggests that actors are an agent of every action that one might do when present in that situation, same as we highlight how the army soldiers were saving children, inspired by exactly how an real life they did. Pam Cook also suggests that Hollywood ideology of genre is a linearity of cause and effect.	**17** Likewise this is more about genre and narrative.
To further analyse, we can suggest what **18** John Fiske suggests when talking about representation of a car chase scene, as viewers will only get to know about the intertextualised meaning of a scene when they see a film, or they will be aware about it if they have seen an actual car chase se scene. As a result, he pitches in exactly what Katie Wales talks	**18** This strays a long way from the focus as it about other texts, not their own one.

Example Candidate Response – middle, continued	Examiner comments
about, the intertextualised meaning undersload by all viewers of a scene. By representing a terrorist attack viewers will only be able to know how it happens by watching our film, unless they have already experienced it. Elaborating on how audiences have binary opposites to analyse a scene (good/bad, wrong/right, black/white, men/women) and to instigate whether they interpret in different ways, thus Stuart Hall, proves his point by stating how so different people subjectively decide the content. To conclude, their are multiple factors that one can consider when analysing media language from representation to genre to audience appeal and to narrative. **19**	**19** Though there is a lot of good material in this response, it strays too much from the question set, into all other possible questions that could come up. Some of the points are relevant and there are clear and relevant examples from the production cited, but overall this cannot be credited higher than a low Level 3. Mark for (b) = 12/25 **Total mark awarded = 27 out of 50**

How the candidate could have improved the answer

(a) The candidate should have got straight into the response rather than having a preamble. The responses needed to spend less time describing projects and their limitations and focus more on how they used digital technology.

(b) The answer should have defined what the candidate understood by media language and systematically worked through it, applying it to the project rather than covering bits from other topics (narrative, genre, audience, representation). The candidate needed to stick analysing their own video rather than straying into other areas about how theories might apply to texts generally.

Example Candidate Response – low	Examiner comments

(a) Digital Technology are the tools, hardwares and Softwares that generate, Store, Process or output data. OF which, the most common example would be a 'Cell phone'. It digitally displays the data that the memory card/internal memory has saved in it. Though calls made from phone to phone are a in analogue Signals, but they are still the part of digital Technology.

① The candidate starts with an attempt to define the term, though there doesn't really seem to be a need to do so.

For my AS project, I made a magazine of genre 'Fitness', and for A2, a Short-Film, regarding the uprising culture of post-modern love and impatience. For my magazine project, I took a nikon D70, which is part of the digital technology. We captured a human being in it, and transfered it to another technological device, HP laptop, using the transporter or data Cable. During the Past two-decades, the competition has increased in the digital media, Starting with the windows 'Paint', I Purchased the best Contemporary editor that I was comfortable in using, which was Adobe PhotoShop CS6, of which I bought an 'Optical disk'. This Software played the most Significant role in my editing i.e From Pencil, to Sharpness, to Hue to Layers, which converted the Same digital Image, Into a new digital Image, that wasn't captured through hardware but made throug software by it's digital Processing of the Control Unit.

② The candidate explains the projects which they have undertaken on the course and the technology used each time.

③ There are good points, and the candidate is very specific about which tools are used.

Example Candidate Response – low, continued	Examiner comments
4 and Arithematic Logic Unit (ALU). But ~~important~~ Unfortunately, the software on the disc expired after a month, and so to avoid hurdles, I visited the Adobe Store, available on the 'Internet', ~~abo~~ from where I purchased the Software, which meant online transaction for the software. I 'downloaded' through my modem into my digital Computer, thus further Continuing my work on my ~~a~~ Interview page. From my teacher I learnt about the one dri^{ve} and google drive; ~~the~~ Whenever I had to work on my project, while moving to Seperate places, without being able to carry the laptop with me ~~has~~ ~~my~~ sist due to it's need to my Siblings, I transferred the files stored in the laptop into a USB (Universal Serial Bus), and wherever ~~s~~ I travelled I went to the closest Net Cafe, and on whichever computer, an ~~Photosh~~ Adobe Photoshop software was installed, I Plugged in the USB, and started working further on the image, and Overwriting the data at the end. Though the uploading drives could've been used, but they took a lot of time to upload and download and were payed. I did all my research work digitally, which means through the internet. It included Search on magazine and getting 20 Surveys filled online, And another Skill	**4** The answer now begins to get very descriptive and becomes a detailed account with lots of irrelevant details and unnecessary definitions. There is very little about the creative impact of digital technology.

Example Candidate Response – low, continued	Examiner comments
that I learned was blogging. Uploading all of my work on a website platform, so you could see it using the URL that I've sent you. All the digital data has been uploaded their, including the links to the Surveys, Short Film (A2) etc. 5 (b) The concept of media language includes media Texts. Media Text's are all the data, irrelevant of its type, constructs the meaning of the thing displayed or written. It represents the media. Media Texts might be images, videos, sounds etc. Media language is basically how the Text is constructed, and how it creates the meaning. The media form is inclusive of all the shots i.e. high angle, Low-angle, mise-en-scéne etc. or sound effects, and how the meaning of the media text has been made by the characters. As in my A2 product, I made a Short-film of around 5 minutes, which was in relation to some real life incidents of pakistan. The story was about a psycho-lover who accidently kills his own brother after getting too drunk. Well, the first Shots were hand-held of trees and over the Shoulder Shot, with ambient sound to portray the graveyard, and loneliness of our subject actor, which was me. In the wide-Shot, the actor is Shown	5 Ultimately, this is a low Level response which only occasionally connects with the question. Mark for (a) = 6/25 6 The candidate attempts to define language quite well. 7 The candidate starts to deal with specific detail of the text created.

Example Candidate Response – low, continued	Examiner comments

(8) wearing a black suit, which is a symbol of sadness, and people where it whenever they visit a graveyard, mostly. The subject is shown quiet and lost. The flashback then takes back in time, showing several close-up/mid shots of the subject laughing and drinking, showing his good mood. And to show the attachment to his brother (which isn't revealed till the end), he has a picture of him and his brother Asad as deskstop backgrounds at which he smiles in a close-up shot. The character is shown a little surprised once he opens facebook, which are some point-of-view shots, and after going through the love-comments on the picture posted by her crush, with her new boyfriend, he leans back slowly

(9) as if he is controlling his temper and is astonished, then screams and then screams, showing her obsessiveness with the girl. We used slight violin track just before the subjects scream for better effects. After a period, of around 30-45 secs, the character is shown sad in a big close-up with tears rolling down his cheeks; To show his craziness, the subject started laughing with raised eyebrows, constructing that he has an evil idea in his

(10) mind. The long shot next to this, in which the subject stands from the

Examiner comments

(8) Some good attempts to analyse mise-en-scene.

(9) Much of this is just descriptive.

(10) Some attempts here to articulate intended meanings from particular shot choices.

Example Candidate Response – low, continued	Examiner comments
seat shows his his angerness, as he stands hard. An important scene in this was the actor coming out after changing his clothes with a rifle and a bottle of Alcohol. This is to, in a black dress. This is used to portray the modern culture. we showed that like today's youth, the subject is fond of drinking and is carrying a rifle with ease, both the cases go against our convection. And his casuality with attempting is so much, that he changed his dress for going out for a murder. We used black their to represent evilness. The scene in the home was tried to be constructed as a normal routine day, with the character wearing normal clothes, and Low-key lighting as at most homes during day time. The next scenes are constructed through sound effects with a blackout on the foreground to show character sitting in the car. After the characters gets out of the car the music intensifies, and hand-held is shown with his senseless walking to show him drunk. In the end, the e changing blurred vision from point of view shot shows how much drunk and senseless he is. (11)	(11) Unfortunately lapses totally into description, with no references to theory at all. Overall Level 2, limited reflection, understanding and use of examples. Mark for (b) = 8/25 **Total mark awarded = 14 out of 50**

How the candidate could have improved the answer

(a) The candidate should have applied ideas about digital technology to their work instead of a blow by blow account of the process and inclusion of irrelevant information.

(b) The candidate should have analysed rather than just described. They also needed to make use of some theory in relation to the concept and their example.

Common mistakes candidates made in this question

(a)
- A tendency to describe everything, rather than focusing on the key points in relation to the question.
- Not spending enough time on discussion the production itself but focusing too much on digital research and web tools.
- Not using specific concrete examples from the productions to illustrate points.

(b)
- Not knowing what is meant by the term media language.
- Not doing a systematic analysis of ONE product.
- Not referring to specific examples from that product.
- Not making reference to any theory.

Question 10

Example Candidate Response – high	Examiner comments
[Handwritten candidate planning notes and essay. The plan contains a mind-map with terms including: "There is no single definition of postmodernity", Plan, eclecticism, inhibit bricolage, mini narratives → drifting, science & progress = chaos, disorganic world, P2, difficult to define, nature of postmodernity + bricolage, Lyotard = rejection of grand narratives of modernity, reaction to postmodernity, R1, no single definition, intertext, hyperreality + Cohen, engages, P5, P3, Baudrillard → P4, self aware texts, self referential, contradict themselves, postmodern = hyperreality, blurry lines, + ambiguous unknown, Jameson, Conc, As it is constantly shifting etc..., Yes, just another GN → perhaps define, post-postmodernity → new sentimentality.]	
Many critics have spent their lives' works in trying to define what postmodernity is and what it is not; this has led to general agreement on the characteristics of postmodernity but no singular definition other than the fact that it is a reaction to modernity. Finding a singular definition, therefore, is extremely problematic and virtually impossible. **①**	**①** This is a very good introduction which sets out the terms of the discussion very well.
To take the simple definition of postmodernity, it is a reaction to modernity; it rejects many aspects of Although it retains certain elements it rejects many also. Lyotard described postmodernity as incredulous to the grand narratives of Postmodernity such as the progress **②** of history, capitalism and the knowability of everything through science and religion; these are all narratives espoused by modernity as truths to further progress and	**②** The first of several references to theory and the different positions which writers have taken up in relation to postmodernism.

Example Candidate Response – high, continued	Examiner comments

construct identities and other narratives upon. However, postmodern texts reject this, preferring the deconstruction of these narratives to question pervading "truths". This is seen in Jurassic World as the ~~progress of science~~ and anthropomorphised metanarratives of science and progress ~~are~~ in a spliced, hybrid dinosaur of the velociraptor and T-Rex, embodying the progress of science carries to chaos and destruction. This ultimately reconciled as the original dinosaurs of Jurassic Park triumph over the new dinosaur, themselves a result of the progress of science. Thus, postmodernity offers no real alternative to the narratives it critiques; postmodern texts favour temporal, ephemeral mini narratives such as the vines and memes of internet culture, which constantly change and evolve and ultimately collapse under irrelevance, leaving nothing concrete to build upon. Thus, ~~the constantly~~ despite one single definition of postmodernity is that it is a reaction to modernity, is itself problematic as it offers nothing viable as a replacement as texts are changing and shifting in meaning. **[3]**

The constantly shifting nature of Postmodernity relates to Baudrillard's theory of simulacrum; in order to have a single definition of postmodernity there would ~~emp~~ imply on single truth to its texts that is inherently ~~identificate~~ identifyable. However, Baudrillard suggests that postmodern media exists in a state of simulacrum, where society prefer simulated images of reality rather than reality itself as **[5]** the signs we use to encode meaning may ~~not have~~ just be a reference to another sign and not any underlying depth or truth. This manifests itself in the proliferation of media texts such as CDs and DVDs as they are just copies of copies with no original or the original no longer has meaning. This theory **[4]**

[3] The candidate has made some very complex and sophisticated points and then applied them to Jurassic World. There is much sophisticated language here and other paragraphs, which on the whole reflect the high level of understanding demonstrated by the candidate.

[4] Second theoretical perspective explained well here.

[5] Use of technical terms is strong throughout.

Example Candidate Response – high, continued	Examiner comments

can also be manifested in what Jamism described as
historical deafness; an example of this, is in Django
Unchained ~~were~~ where the mandingo fights occur; under the
however this is a reference to the 1975 film
'mandingo' which is based on a novel of the
same name but historians refute mandingo
fights ever even existing; this meaning the sign of it not
bearing any resemblance to reality at all. This becomes
problematic when the use of the 'N-word' is used ~~by a~~
in the same film over 100 times ~~under to~~ by the white
director Tarantino under the guise of authenticity despite
him rejecting authenticity of historically recognised
black resistance fighters and historical fact. As myths
are deconstructed, history, what we based culture on, is
equated with suspicion and is reduced to a patchwork
of scenes ~~that~~ now, postmodernity's lack of truth and lack
of foundation of prescribed ideas makes it inherently
difficult to define postmodern media's own myth and defini-
tion.

One of the ways postmodern texts locate themselves
is in the use of intertextuality and bricolage this ~~defining them~~ as
true, single media texts is problematic as they are constructed from
so many references. the idea of bricolage as termed by
Levi Strauss sees postmodern media as constructed
from socially recognisable debris from other
texts thus making it difficult to attribute single influences
and ideas in postmodern medias. For example, in Deadpool
~~the lead that~~ there are intertextual references
to different diegetic spaces such as wolverine and reality. As
are that he is a construction, Deadpool vocalising
how he was made ~~acting how he was~~ whilst breaking
the fourth wall, the character asks 'how the f***k did I

⑥ Third theory is articulated here.

⑦ The candidate has explained the example in depth.

⑧ Engagement with controversy around the film and another complex argument.

⑨ Fourth theory here.

⑩ Fourth textual example.

Example Candidate Response – high, continued	**Examiner comments**

got my own movie?' he then ~~dewith~~ states that Wolverine helped him an intertextual reference to Xmen. But in the line 'he has a nice a pair of mouth criminals down under' Deadpool uses an australian accent referencing the nationality of the actor who plays wolverine, Hugh Jackman, not the wolverine character. In these intertextual references, Deadpool like many other postmodern texts, play with narrative time and space (George Ritzer) ~~by~~ and in doing so blurs the line **11** between reality and fiction creating a hyperreality (Baudrillard). As postmodern texts locate themselves in their narratives as well as reality, they become difficult to define to a single nature such as genre. As texts such as the Lego movie mix genres from action, comedy to animation they are difficult to define **12** Thus, in its nature, postmodernity and postmodern texts are not made of a single influence, time or narrative making it difficult to attribute a singular definition.

Postmodernity ~~that~~ through its intertextuality and bricolage has created a hyperspectator (Cohen) who is adamently engaged in the creation and understanding of postmodern texts. this can lead to oppositional readings (Hall) and **13** different interpretations. for example, the meme 'pepe' was create for a comic about adventures and friendship by creator Furie, however it was adopted by the alt-right political movement to further ~~political~~ offensive narratives and hatefulness leading to Furie having to kill the character in a funeral as he was no longer in control of it. ~~Further~~ ~~understanding of postmodern media would be negated by~~ ~~lack of knowledge the re of references. For example, textual~~ ~~tual references in reference in two — in the the perception~~ ~~of the with reality for threshold~~ In the series 'the 100', ~~such~~ engagement from the audience actually arranged the narrative of the show, as two characters were

11 Fifth theory explained.

12 And the fifth textual example.

13 Sixth theory followed by another example.

Example Candidate Response – high, continued	Examiner comments
"trending" in the fanbase in the hope that they would be written into a relationship, the creators saw this and changed the narrative for the audience so that the two characters became a couple. Thus, the interpretation who receives the postmodern texts have different interpretations and oppositional readings of texts thus changing the reception and definition of meaning in postmodern text. Thus, to conclude, there can be 'no single definition of post-modernism' as this would negate the very nature of postmodern media as constantly changing and having no single truth and grand narrative - leading many to actually question and critique its existence stating it could just be another grand narrative or way of explaining many different aspects of society. Its reception and understanding is therefore characterised by its differences and changeability not a singular theme, aspect or characteristic. **14**	**14** A very well written response which accesses Level 5. Perhaps there could be a bit more detail on how some of the texts referred to embody these different versions of postmodernism, but overall very impressive. **Total mark awarded = 42 out of 50**

How the candidate could have improved the answer

This is a very strong response in all respects. The only area where it might be improved a little further is to develop the examples from texts themselves in some cases to illustrate the arguments a little further.

Example Candidate Response – middle	Examiner comments

There is no single definition of post-modernism because: there are many opinions on 'post-modernism. Before going into post-modernism, modernism is the grand narrative where it's finding meaning to explain the truth of the world. However, Jean Lyotard had said post-modernism reject the 'grand narrative. The example of the post-modern text that reject grand narrative is Jurassic World because the scene where Claire said to make the man made dinosaur mouth has more, better and bigger teeth; to make it better. However, in the end the creation of humanity destroy their own creator by using what the creator created. This is to show that the Jurassic world reject the grand narrative where science and technology will improve our life. Other theorist like Baudrillard came up with the definition for post-modernism that it's a copy of a copy or simulacrum. The example of the simulacrum is DC movie of super heroes movies like Dr Strange because the movie Dr Strange is a copy of the comic of Dr Strange and the comic of Dr strange is a copy of Dr strange storyboard before it's drew on the comic. Baudrillard also came up with other explanation, which

1 References theory throughout, with application to examples.

2 This example makes sense up to a point, but is not absolutely clear.

Example Candidate Response – middle, continued	Examiner comments
is hyperreality where we can't distinct between the construction and reality. The example for this is social media because what we built up on social media feed and profile is our other self which is different from our real self. ③	③ Expressions are not right here – 'distinct' should be 'distinguish'.
④ Another definitions of post-modernism are from Jameson, who built up the idea of simulacrum from Baudrillard and came up with his own. Firstly the first definition that he came up was: historical deafness where the history can be seen as reconstruction, for example "Django Unchained" the scene where 2 man fight to death or Mandingo has no evidence that it's existed. Second definition is depthlessness where post-modernism text could be seen as meaningless, the example for depthless is social media memes; for more specific example doge where it's the only photo of a dog and people made it into a memes and parody of it has a hot dog (a hot dog with doge replaced the hot dog). Final definition that ⑤ Jameson came up is waning of effect where the violentness of the movie make it affectless the audience ⑥ for example Deadpool where the Deadpool had killed many people until the audiences don't care about the death people anymore.	④ A good example from social media.
Other definition of post-modernism is from a theorist called "Levi Strauss", which is the idea of bricolage where the post-modern text has the debris from other existing real media text, for example a game called "Overwatch". This game has a comination of fps, mmo and moba in it. For the fps this game has the first person shooter view which is from many existing fps game like Counter Strike or Half Life. For mmo "Overwatch" has a level up system where you play and level up like mmo game (e.g. blade and Soul) and for the moba in Overwatch, there is a character in Overwatch called ⑦	⑤ There are some good points but not fully explained.
	⑥ The candidate has used a wrong expression again.
	⑦ Another good example.

Example Candidate Response – middle, continued	Examiner comments
"Tracer" who can blink (teleport) around the map like the moba games (League Of Legend, Dota2) item where allow play to blink in this some distance. Lastly George Ritzer said that post modern media play with time and space. The example for this is the music video called "Down on my luck" by "Vic Mensa". This music video will keep rewind to the beginning once the main protagonist made mistake (got arrested, hit by a track or robbed by a girl) until he is safely walked out of the club. Another example where post modern text play with time and space is Deadpool where he stoped the time in the movie and break the 4th wall to talk to the audience and explain things that is happening to the audience or the scene where Deadpool can forward the clip movie by himself. **(8)** In conclusion, there are many definition of post-modernism came up by many theorist because everyone have their own opinion of ther after look back to modernism to create post-modernism.	**(8)** This is a sudden ending. The structure could be a little better as the question has not been fully answered. **Total mark awarded = 30 out of 50**

How the candidate could have improved the answer

The candidate could have explained some points a little further as it is not always clear that they fully understood the points being made. There were a few moments of wrong expressions and some moments of confusion.

Example Candidate Response – low

Post-modernism is the idea that the the media **1** text is a unreal and is aware that itself is a construction. Films like ~~Dea~~ Deadpool ~~classify in~~ fit into this definition very well. Deadpool is aware that he himself is a character in a film and that nothing around him is real. ~~&~~ The film itself is also very depthless which means that there is no further meaning beyond the frame presented to the audience ~~&~~ Post-modern media also tends to be bricolages which ~~are~~ is a lot of different medias coming together to create another media. Deadpool again fits because it acknowledges ~~than~~ that it was made by Marvel and references his self (Ryan Reynolds) as another body. ~~In videog &~~ Post-modernity how ever is not always fixed to the idea that it is aware that it is a construction. Other ~~me~~ Marvel films ~~&~~ are bricolages, are unreal, **2** but ~~are not~~ does not break the fourth wall. It still classifies as a post-modern ~~me ment~~ media text. As for Overwatch, ~~it's~~ its a bricolage of FPS, MOBA and class shooters in one media. It is unreal and is a bricolage but is not aware of itself as a construction. ~~Another video game which could be considered post-modern is~~ Another film which could be considered post-modern is Angels Vs Demons. It highlights the debate between science and religion which is a real aspect in the real world but injects the audience with historical deadness and ~~tends~~ misleads ~~people~~ the audience about the

history of the illuminati cult and its ~~re~~ relationship to the catholic church and Vatican. If still retains the idea of being unreal to a certain extent but is still considered as a post-modern media. **3**

Examiner comments

1 This is a very brief response which shows some knowledge of the texts but does not develop any of the theory. There is an implicit grasp of some of the ideas around postmodernism but no more than that.

2 There is little range of depth to the examples.

3 Very short, lacking depth and no reference to the crucial underpinning theory.

Total mark awarded = 9 out of 50

How the candidate could have improved the answer

This is a very short response which needs a lot more on the different approaches to postmodernism, and a greater focus on the question. The candidate needed a wider range of examples, systematically explained in relation to the theoretical positions.

Common mistakes candidates made in this question

- Failing to articulate the different versions of postmodernism in a clear way.
- Not applying the versions to actual examples from media texts in detail.
- Lack of clear structure to the argument.