**Practice Exam Question**

Look at the attached movie poster and answer the questions below:

**1. Analyse the poster commenting on:**

Key:

**Visual codes:** what you see (e.g. mise-en-scene)

**Technical codes:** what goes into making the text (e.g. lighting, camera angles, editing,)

**Narrative:** the way the ‘story’ of the advert is told (e.g. any enigmas, binary opposites, Propp’s functions)

* **visual codes**
* **technical codes**
* **narrative**

Try to answer the following questions in your analysis:

How does it appeal to its target audience?

How does it attempt to achieve its intended purpose?

What messages does it try to communicate?

**2a) Identify two ways in which women are represented in this poster.**

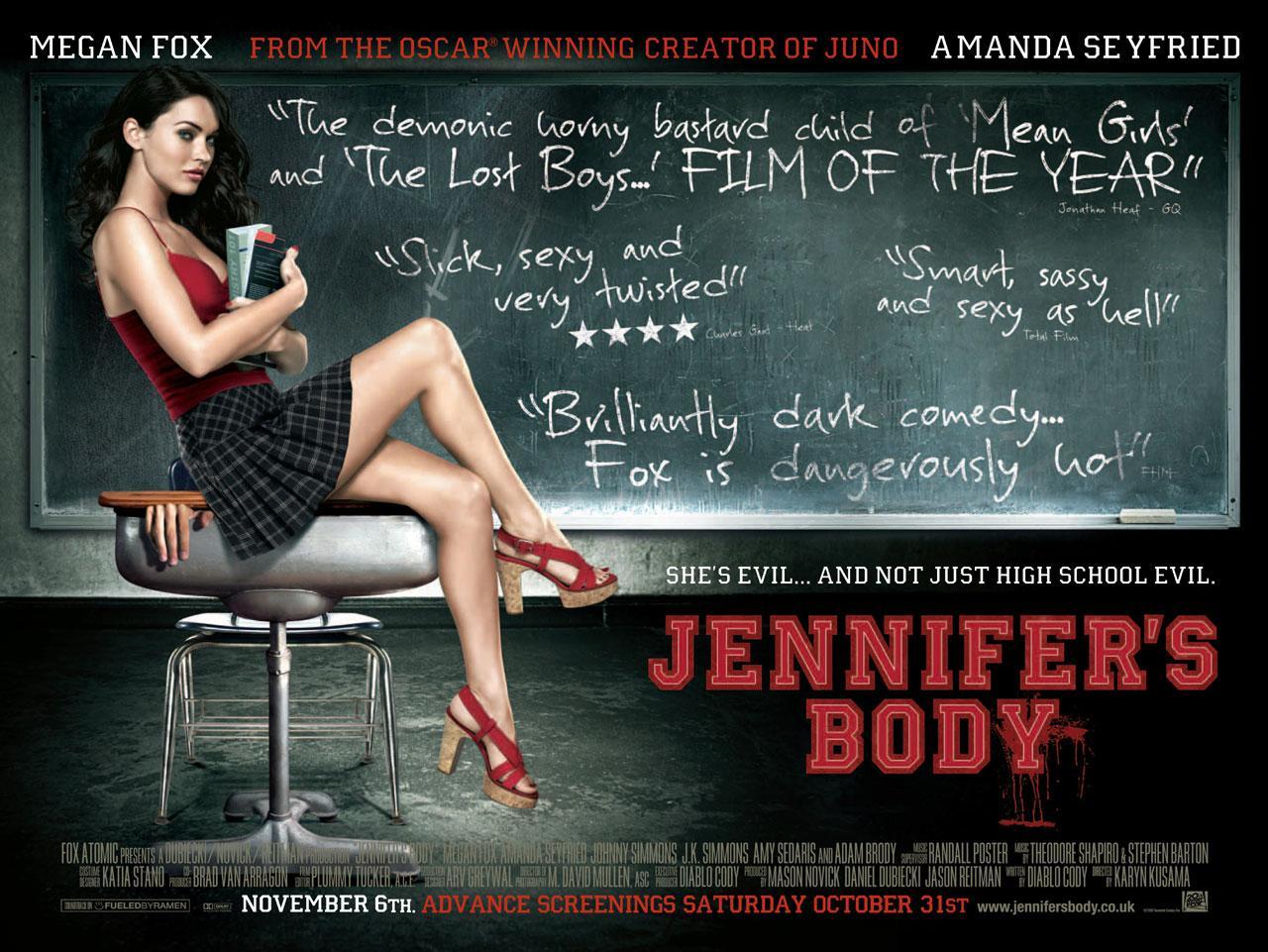
**2b) Explore one representation in more detail.**

**2c) With reference to your own detailed examples, explore the representation of women in the media today.**

You can use the attached mark scheme to help you write your answers.

When you have completed them, write a WWW/EBI comment using the mark scheme to help. What mark would you give your answer?

Have your work ready to hand in for Friday’s lesson.



Mark scheme:

Q2a: **For each representation identified:**

|  |  |
| --- | --- |
| **Level 1 (1)** | Identifies a plausible representation. |
| **Level 2 (2)** | Limited description of characteristics to suggest this representation. |
| **Level 3 (3)** | Describes in clear and convincing detail characteristics suggest this representation. |

Q2b:

|  |  |
| --- | --- |
| **Level 1: 0-2** | Approaches will be superficial and will display only a very basic understanding of how representations are used/created. |
| **Level 2: 3-4** | The answer will give a basic but relevant understanding of how the representation has been used/created. |
| **Level 3: 5-7** | A sound, coherent understanding of how the representation has been used/created.. (5)  A good understanding will be demonstrated for upper part of this level. (6-7) |
| **Level 4: 8-9** | A sophisticated understanding of how the how the representation has been used/created. |

Q2c:

|  |  |
| --- | --- |
| **Level** | ***AO1: Demonstrate knowledge and understanding of media concepts, contexts and critical debates*** |
| **Level 1: 0-5** | Little or no sense of concept of representation. |
| **Level 2: 6-8**  **(6)**  **(7-8)** | Basic understanding of the concept of representation. Descriptive and over-simplified.  An understanding of the concept of representation emerging but underdeveloped. May be implicit references to critical debates surrounding representation. No specific examples referred to. |
| **Level 3: 9-11**  **(9)**  **(10-11)** | Sound knowledge and understanding of concept of representation. May begin to cite relevant representation response issues, theories or debates.  Good knowledge and understanding of concept of representation. Relevant reference to representation response issues linked to a range of appropriate examples. Awareness of relevant theories, changing debates, different views and approaches. |
| **Level 4: 12-15** | Sophisticated understanding of representation. Draws on representation response issues and debates and engages with relevant theoretical issues e.g., representation, needs, ideologies and aspirations. |

Q1:

