

GCSE

WJEC GCSE

Digital Media and Film

Approved by Qualifications Wales

Sample Assessment Materials

Unit 1: Exploring key concepts and issues

Teaching from 2026

For award from 2028



Contents

Accessing Sample Assessment Materials	1
Mark scheme	2
Mapping grid	20

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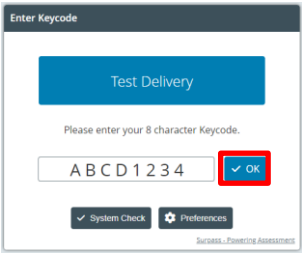



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UNIT 1: Exploring key concepts and issues

Unit 1: Exploring key concepts and issues, is assessed by Digital Examination. The online Sample Assessment Materials can be accessed here:

<https://web.download.wjec.co.uk/surpass/packaged-exams/GCSE-Digital-Media-Film-Unit1-EN/index.html>

Guidance for accessing the online Sample Assessment Materials is detailed in the following steps:

1. Click on the link provided:	
2. Click 'OK':	
3. Click 'Yes':	
4. Click 'Start the Test':	
5. To navigate through the assessment, click 'Back' or 'Next' at the bottom of the screen:	
6. Once the Sample Assessment Material has been viewed, close the tab or browser.	

MARK SCHEME

Guidance for examiners

Generic marking principles

- Marks awarded are always whole marks (not half marks, or other fractions).
- Answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.
- Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).
- Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

Positive marking

It should be remembered that candidates are writing under examination conditions and credit should be given for what the candidate writes, rather than adopting the approach of penalising candidates for any omissions. It should be possible for a very good response to achieve full marks and a very poor one to achieve zero marks. Marks should not be deducted for a less than perfect answer if it satisfies the criteria of the mark scheme.

For questions that are objective or points-based, the mark scheme should be applied precisely. Marks should be awarded as indicated and no further subdivision made.

Mark schemes often list points which may be included in candidates' answers. The list is not exhaustive. The inclusion of 'Credit any other valid response.' (or similar instruction) within mark schemes allows for the possible variation in candidates' responses. Credit should be given according to the accuracy and relevance of candidates' answers.

Appropriate terminology is reflected in exemplar responses in mark schemes. However, unless there is a specific requirement within a question, candidates may be awarded marks where the answer is accurate but expressed in their own words.

Banded mark schemes

For band marked questions mark schemes are in two parts; the indicative content and the assessment grid.

The indicative content suggests the range of points and issues which may be included in candidates' answers. It can be used to assess the quality of the candidate's response. As noted above, indicative content is not intended to be exhaustive, and candidates do not have to include all the indicative content to reach the highest level of the mark scheme.

However, to reach the highest level of the mark scheme a candidate must meet the requirements of the highest mark band. Where a response is not creditworthy, that is, it contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

The marking of banded mark questions should always be positive. This means that, for each candidate's response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.

Examiners should first read and annotate the candidate's answer to pick out the evidence that is being assessed in that question. The mark scheme can then be applied. This is done as a two-stage process.

Stage 1 – Deciding on the band

Beginning at the lowest band, examiners should look at the candidate's answer and check whether it matches the descriptors for that band. If the descriptors at the lowest band are satisfied, examiners should move up to the next band and repeat this process for each band until the descriptors most closely matches the work.

Stage 2 – Deciding on the mark

Having determined the appropriate band, deciding on the mark within a band will be made on the basis of a 'best fit' procedure, weaknesses in some areas being compensated for by strengths in others.

Examiners should use the full range of marks available to them. Marking should be positive, rewarding achievement rather than penalising failure or omissions. The awarding of marks must be directly related to the marking criteria, and all responses must be marked according to the banded levels provided for each question.

Standardising material that has already been awarded a mark will be provided during standardising and this should be used as a reference material when assessing work. Examiners are reminded of the need to revisit the standardising material as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the work submitted.

This mark scheme instructs examiners to look for and reward valid alternatives where indicative content is suggested for an answer. This is not a checklist for expected content in an answer, or set out as a 'model answer', as responses must be marked in the banded levels of response provided for each question. Where a candidate provides a response that contains aspects or approaches not included in the indicative content, examiners should use their professional judgement to determine the validity of the response in light of the task and reward as directed by the bands. Candidates are free to choose any approach that is relevant to the set task. Candidates can (and will most likely) incorporate ideas other than those mentioned in the mark scheme.

Question																	
<p>1.</p> <p>Match each film language category on the left with the correct element on the right.</p> <p>Click the boxes to match them. You can remove a line by clicking on it.</p> <table border="1" data-bbox="304 432 1257 647"> <thead> <tr> <th>Film language category</th> <th>Element</th> </tr> </thead> <tbody> <tr> <td>Mise-en-scène</td> <td>Non-diegetic</td> </tr> <tr> <td>Sound</td> <td>Lighting</td> </tr> <tr> <td>Cinematography</td> <td>Setting</td> </tr> </tbody> </table>	Film language category	Element	Mise-en-scène	Non-diegetic	Sound	Lighting	Cinematography	Setting									
Film language category	Element																
Mise-en-scène	Non-diegetic																
Sound	Lighting																
Cinematography	Setting																
Answer		A01	A02	A03	Total Mark												
<p>1.</p> <p>Award one mark for each correct answer up to a maximum of three marks:</p> <table border="1" data-bbox="304 864 1026 1079"> <thead> <tr> <th>Film language category</th> <th>Element</th> </tr> </thead> <tbody> <tr> <td>Mise-en-scène</td> <td>Setting</td> </tr> <tr> <td>Sound</td> <td>Non-diegetic</td> </tr> <tr> <td>Cinematography</td> <td>Lighting</td> </tr> </tbody> </table>	Film language category	Element	Mise-en-scène	Setting	Sound	Non-diegetic	Cinematography	Lighting	<table border="1" data-bbox="1077 750 1474 1086"> <tbody> <tr> <td data-bbox="1077 750 1169 1086">3</td> <td data-bbox="1169 750 1267 1086"></td> <td data-bbox="1267 750 1364 1086"></td> <td data-bbox="1364 750 1474 1086">3</td> </tr> </tbody> </table>					3			3
Film language category	Element																
Mise-en-scène	Setting																
Sound	Non-diegetic																
Cinematography	Lighting																
3			3														

Question					
2 (a)	Identify one important camera angle from the Welsh film you have studied and briefly explain why it is important.				
Answer		AO1	AO2	AO3	Total Mark
2 (a)	Award one mark for the identification of a camera angle (e.g. eye-level angles, low angles, high angles). Award one mark for a specific explanation of why it is important.	2			2

Indicative content

These are examples only and all valid alternatives should be considered and marked appropriately.

Patagonia:

- Eye-level angle used to create connections with characters and demonstrate relationships.
- High angle shot used to showcase landscape and setting.

Pride:

- High angle shot used to demonstrate the scale of protests and community involvement.
- Eye-level angle used to create connections with characters and demonstrate relationships.

Dream Horse:

- High angle shot used to emphasise scale of community effort and celebration.
- High angle shot used to showcase landscape and setting particularly at the racetrack.

Save the Cinema:

- Eye-level angle used to create connections with characters and demonstrate relationships.
- Use of high/low angle to make the audience feel part of the community within the Lyric cinema.

Y Sŵn:

- Low angle shot used to create a sense that the protestors are powerful.
- Eye-level shot used to create a feeling of realism and emulate a documentary style.

Credit any other valid response.

Question					
2 (b)	Briefly describe how two different camera shots are used to create meaning in one sequence from the Welsh film you have studied.				
Answer		AO1	AO2	AO3	Total Mark
2 (b)	<p>Award three to four for a good, focused description of how two camera shots are used to create meaning within a sequence. Answers should include a relevant, reasoned example from the Welsh film to support their ideas.</p> <p>Award one to two marks for a basic description of how two camera shots are used to create meaning within a sequence. Answers should include an example from the Welsh Film to support their ideas.</p> <p><i>If only one camera shot is considered, allocate the band that qualitatively describes the response (which may be within any of the two bands). The mark must then be divided by two.</i></p>	4			4

Indicative content

These are examples only and all valid alternatives should be considered and marked appropriately.

Patagonia:

- Establishing shots used to emphasise the beauty of the Welsh and Argentinian landscapes.
- Close-up shots of old photographs used to emphasise past and present and moments of character reflection.
- Over-the-shoulder shots used in scenes of dialogue, e.g. between Gwen and Rhys, to create a connection between the audience and characters.

Pride:

- Wide shot used during parades to emphasise unity and community.
- Two-shots used to show opposing groups coming together and overcoming prejudice e.g. handshake between a miner and an activist.
- Close-up shots used to convey emotions and passion e.g. Mark's speech.

Dream Horse:

- Two-shots used to convey relationships between community members and stakeholders.
- Close-up shots used to establish the close emotional relationship between Jan Vokes and Dream Alliance.
- Long shots used to evoke excitement and anticipation during horse racing.

Save the Cinema:

- Close-up shots used to convey emotions and passion of characters e.g. Liz Evans' determination to save the building.
- Long shots and wide shots used to emphasise the importance of setting e.g. the Lyric cinema, the town of Carmarthen.
- Over-the-shoulder shots used in scenes of dialogue, e.g. between Liz and the Mayor, to create a connection between the audience and characters.

Y Sŵn:

- Over-the-shoulder shots used to make audience members feel involved particularly during scenes of dialogue.
- Wide/Establishing shots used to place characters in important settings e.g. council offices/home office, scenes of protest etc.
- Close up shots used to draw attention to signs held by protestors.

Credit any other valid response.

Question	
3.	Briefly explain how one element of mise-en-scène is used to create meaning in one sequence from the Global film you have studied. [6]
Answer Band	AO1
3	<p style="text-align: center;">5-6 marks</p> <ul style="list-style-type: none"> • A very good, focused explanation of how one element of mise-en-scène creates meaning in a film sequence • Very good use of subject specific terminology • Highly relevant references to chosen film sequence.
2	<p style="text-align: center;">3-4 marks</p> <ul style="list-style-type: none"> • A good explanation of how one element of mise-en-scène creates meaning in a film sequence • Good use of subject specific terminology • Some relevant references to chosen film sequence.
1	<p style="text-align: center;">1-2 marks</p> <ul style="list-style-type: none"> • A basic explanation of how one element of mise-en-scène created meaning in a film sequence • Basic use of subject specific terminology • Limited reference to chosen film sequence.
0	No response attempted or nothing worthy of credit.
Indicative Content	
<p>Learners could consider:</p> <ul style="list-style-type: none"> • How body language and facial expression create meaning in a film sequence • How setting and/or props create meaning in a film sequence • How positioning creates meaning in a film sequence • How colour creates meaning in a film sequence • How costume, hair and make-up create meaning in a film sequence • The connotations of elements of the mise-en-scène. <p>Learners could refer to:</p> <p>Persepolis: The cinematic style of the film using a monochrome and minimalistic colour palette. The use of dress codes as a symbol of protest and identity e.g. Marjane’s westernised clothing. The use of guns, tanks and planes to connote war, threat, control etc.</p> <p>Girlhood: Importance of costume and identity e.g. trainers and jewellery. Use of authentic settings and locations. Use of colour tints in scenes to convey emotions. Framing in scenes to create proximity and closeness of friendship. Use of body language in characters to convey emotions e.g. freedom in a dance scene.</p> <p>Wadjda: The use of costume and clothing to convey identity e.g. Wadjda’s footwear. Realistic and authentic settings and locations. The symbolism of props e.g. Wadjda’s bicycle. Framing and positioning of Wadjda in scenes to position her as the film’s protagonist.</p>	

The Breadwinner: The use of colour palette to create mood, atmosphere and to reflect setting. The setting of Parvana's home and its simplicity. Use of setting to connote conflict and war. The use of costume and clothing to convey identity e.g. Parvana's disguise. The contrast between real life and Parvana's imagination in storytelling.

The Farewell: The sense of realism created through the depiction of setting and iconography. The use of traditional dress codes to reflect cultural and generational difference. The use of props to convey emotional connections e.g. family photographs, framing in scenes to create proximity and closeness between family

Credit any other valid response.

Question	
4.	Compare how the two films you have studied reflect their social and/or cultural context. In your answer, you should consider: <ul style="list-style-type: none"> • the society or cultures in which the films are produced. • how film language is used to convey contexts. <div style="text-align: right;">[15]</div>
Answer Band	A03
5	<p style="text-align: center;">13-15 marks</p> <ul style="list-style-type: none"> • An excellent and detailed comparison between the two films • Excellent judgements and conclusions about how the films reflect their social or cultural context • Uses excellent points of comparison to develop a highly coherent point of view in response to the question • Excellent, consistent use of subject specific terminology.
4	<p style="text-align: center;">10-12 marks</p> <ul style="list-style-type: none"> • A good, detailed comparison between the two films • Good judgements and conclusions about how the films reflect their social or cultural context • Uses good points of comparison to develop a coherent point of view in response to the question • Good use of subject specific terminology.
3	<p style="text-align: center;">7-9 marks</p> <ul style="list-style-type: none"> • A satisfactory comparison between the two films • Satisfactory judgements and conclusions about how the films reflect their social or cultural context • Uses satisfactory points of comparison to develop a reasonably coherent point of view in response to the question • Satisfactory use of subject specific terminology.
2	<p style="text-align: center;">4-6 marks</p> <ul style="list-style-type: none"> • A basic comparison between the two films • Basic judgements and conclusions about how the films reflect their social and cultural context • Uses basic points of comparison to indicate an emerging point of view in response to the question • Basic use of subject specific terminology.
1	<p style="text-align: center;">1-3 marks</p> <ul style="list-style-type: none"> • A limited comparison between the two films • Limited judgements and conclusions about how the films reflect their social and cultural context • Uses limited, if any, points of comparison to indicate a limited point of view in response to the question • Limited use of subject specific terminology.
0	No response attempted or nothing worthy of credit.

Indicative Content

Learners could consider:

- How codes and conventions of film are used to represent social and cultural issues e.g. identity, class, race etc.
- The importance of setting and/or location used in filming e.g. the Welsh landscape, historic locations, rural areas etc.
- The use of costume, hair and make-up to represent characters and stereotypes
- How codes and conventions of film are used to convey themes e.g. activism, community
- How the characters in the film represent aspects of the social and cultural context
- Similarities and differences between the films, such as: use of cinematography, visual codes and style.

Learners could refer to:

Patagonia and Persepolis:

- How the films reflect the contexts of the countries they are set in (Welsh and South American landscape and communities vs Iranian Revolution and war)
- How the films use film language to explore cultural preservation and cultural repression
- The use of language as a symbol of identity and culture
- How the films explore cross-cultural traditions and intergenerational relationships
- The use of film language and how it is used to convey geographical settings and their importance
- How the films use film language to depict themes such as; freedom, belonging and cultural identity.

Pride and Girlhood:

- How the films reflect the contexts of their settings (1980s Britain vs contemporary Paris)
- How the films reflect the culture of working-class communities
- How the films reflect attitudes towards race, gender and class
- How the films use cinematography to convey the importance of friendships/community
- How the films use film language to depict under-represented groups
- How the films use film language to depict themes such as belonging, empowerment and personal identity.

Dream Horse and Wadjda:

- How the films reflect the contexts of their settings (working-class Welsh community vs conservative society in Saudi Arabia)
- How the films reflect attitudes towards ambition and determination
- How the films reflect attitudes towards characters who challenge gender norms
- How the films use film language to convey societal and cultural expectations
- How the films use film language to represent attitudes to class
- How the films use film language to depict themes such as defying expectations, empowerment and personal identity.

Save the Cinema and The Breadwinner:

- How the films reflect the countries they are set in (working-class Welsh community vs Kabul during the Taliban regime)
- How the films reflect the societies in which they were made e.g. oppression, economic decline etc.
- How the films reflect the communities in their settings
- How the films reflect attitudes towards characters who challenge gender norms
- How the films use film language to reflect social change and cultural preservation

- How the films use film language to depict themes such as defying expectations, empowerment and creativity.

Y Sŵn and The Farewell

- How the films reflect the contexts of the countries and period they are set in (1980s working-class Welsh community vs contemporary America and China)
- The use of language as a symbol of identity and culture
- How the films use film language to explore communities and place
- How the films use film language to explore attitudes to tradition and change
- How the films use film language to reflect personal and collective conflict
- How the films use film language to depict themes such as identity, cultural tensions and personal responsibility.

Credit any other valid response.


Question					
5 (a)	Name one video game you have studied and identify the genre of the video game.				
Answer		AO1	AO2	AO3	Total Mark
5 (a)	Award one mark for any valid genre of the stated video game e.g. action, adventure.	1			1

Question	
5 (b)	Analyse how two elements of mise-en-scène are used to convey the genre of one video game you have studied. [6]
Answer Band	AO3
3	<p style="text-align: center;">5-6 marks</p> <ul style="list-style-type: none"> • An excellent analysis of how two elements of mise-en-scène are used to convey the genre • Detailed and focused examples from the video game they have studied • The answer is well organised and presented in a highly appropriate manner using accurate and appropriate subject terminology.
2	<p style="text-align: center;">3-4 marks</p> <ul style="list-style-type: none"> • A good analysis of how two elements of mise-en-scène are used to convey the genre • Detailed examples from the video game they have studied • The answer is mostly organised and presented in an appropriate manner using generally accurate and appropriate subject terminology.
1	<p style="text-align: center;">1-2 marks</p> <ul style="list-style-type: none"> • A basic analysis of how two elements of mise-en-scène are used to convey the genre • Basic examples from the examples from the video game they have studied • The answer shows a basic level of organisation and basic use of subject terminology.
0	No response attempted or nothing worthy of credit.
Indicative content	
<p><i>These are examples only and all valid alternatives should be considered and marked appropriately.</i></p> <ul style="list-style-type: none"> • Colour – in <i>Minecraft</i> (2011), the use of bright, vibrant colours like greens, blues, and browns creates a welcoming and playful atmosphere. The colourful, blocky visuals align with the game's sandbox and adventure genre, encouraging creativity and exploration. • Setting – in <i>Animal Crossing: New Horizons</i> (2020), the setting of a peaceful island with bright beaches, cozy homes, and friendly animal villagers reflects the life simulation genre. The calm and inviting environment encourages relaxation, creativity, and social interaction, reinforcing the game's casual and family-friendly tone. • Props – in <i>Mario Kart 8 Deluxe</i> (2017), the use of karts, power-ups, and coins reflects the racing genre. The variety of karts and customisation options emphasise competition and speed, while power-ups like shells and bananas add a playful, unpredictable element that suits the game's light-hearted, family-friendly tone. <p>Credit any other valid approach.</p>	

Question	
6.	Explain how one video game you have studied uses genre codes and conventions to appeal to target gamers. [8]
Answer Band	AO1
4	<p style="text-align: center;">7-8 marks</p> <ul style="list-style-type: none"> • An excellent explanation of the genre codes and conventions used within the video game • An excellent, highly logical explanation of how the codes and conventions are used within the video game to target gamers • Excellent understanding of the video game’s target audience.
3	<p style="text-align: center;">5-6 marks</p> <ul style="list-style-type: none"> • A good explanation of the genre codes and conventions used within the video game • A good, mostly logical explanation of how the codes and conventions are used within the video game to target gamers • Good understanding of the video game’s target audience.
2	<p style="text-align: center;">3-4 marks</p> <ul style="list-style-type: none"> • A basic explanation of the genre codes and conventions used within the video game • A basic, partially logical explanation of how the codes and conventions are used within the video game to target gamers • Basic understanding of the video game’s target audience.
1	<p style="text-align: center;">1-2 marks</p> <ul style="list-style-type: none"> • A limited explanation of the genre codes and conventions used within the video game • A limited explanation of how the codes and conventions are used within the video game to target gamers • Limited understanding of the video game’s target audience.
0	No response attempted or nothing worthy of credit.
Indicative Content	
<p>Learners could consider:</p> <ul style="list-style-type: none"> • The target audience for their selected video game • How gameplay features appeal to target gamers • The narrative of the game and how the story appeals to the target audience • The use of characters and representation in the game • The settings, props and world building features of the game • The visual and audio style of the game e.g. fast paced music appealing to fans of the action-adventure genre <p>Credit any other valid response.</p>	

Question	Answer	A01	A02	A03	Total Mark
7.	<p>Complete the sentences by selecting words from the dropdown list below.</p> <p>Citizen journalism refers to [Blank 1] news. This is a challenge for traditional news journalists as it can lead to misinformation, also known as [Blank 2].</p> <p>One mark for each correct answer in the correct place.</p> <p>Blank 1: user generated Blank 2: fake news.</p>	2			2

Question					
8.	Identify two advantages of online news for audiences. Briefly explain how each advantage benefits audiences.				
Answer		AO1	AO2	AO3	Total Mark
8.	<p>Award one mark for each valid advantage. (up to maximum two marks)</p> <p>Examples may include: advantages:</p> <ul style="list-style-type: none"> • Availability • Immediacy • Convenience • Real-time updates • Variety/choice • Interactivity • Price – free • Personalisation. <p>Award one mark for a specific explanation of how the identified advantages benefits audiences (up to maximum two marks):</p> <ul style="list-style-type: none"> • Availability – informed decision making, awareness of global and local events, community engagement • Immediacy – timely decision making, increased awareness, social and political engagement • Convenience – 24/7 access, portability, searchable • Real-time updates – immediate awareness, quick decision making in terms of weather, traffic etc, enhanced safety/security about natural disasters, health crises etc • Variety/choice – personalised content, fact checking and comparison, increased access to niche topics • Interactivity – engagement, active participation in news creation, feedback and influence of future articles • Price – free – universal access, increased awareness, convenience • Personalisation – relevance, increased engagement, improved user experience. <p>Credit any other valid response.</p>	4			4

Question	
<p>9.</p>	<p>Below are two Instagram posts. One is a reel from Ariana Grande who is an American singer and actress. One is a photo from Lena Dunham who is an American writer, director and actress.</p> <p>Instagram</p>  <p>Liked by _jrhanlon and others</p> <p>lenadunham Speaking at the rally for Trans Day of Visibility organized by @christopherstreetproject yesterday was a total pleasure and honor. We stood in front of the capital celebrating a community that has meant more to me than Instagram allows characters for. It's a privilege to get a chance to share the love and joy being in family and community with trans people has given, and to hear these politicians, leaders and organizers offer tangible ways to protect our trans loved ones right now. The crowd and leadership were so inspiring- the youth really will save us, and the elders will show us the way.</p> <p>Evaluate the impact that social media can have on audiences. In your response, you should:</p> <ul style="list-style-type: none"> • Refer to the social media posts above and your own examples to support your evaluation • Discuss the influence of social media on society and culture. [9]
Answer Band	A03
<p>3</p>	<p>7-9 marks</p> <ul style="list-style-type: none"> • An excellent evaluation of the impact that social media can have on audiences • Detailed and focused examples from the social media posts and posts they have studied to support ideas and evaluate the work of others • Excellent understanding of the impact of social media on society and culture • The answer is well organised and presented in a highly appropriate manner using accurate and appropriate subject terminology.

2	4-6 marks
	<ul style="list-style-type: none"> • A good evaluation of the impact that social media can have on audiences • Detailed examples from the social media posts and posts they have studied used to support ideas and evaluate the work of others • Good understanding of the impact of social media on society and culture • The answer is mostly organised and presented in an appropriate manner using generally accurate and appropriate subject terminology.
1	1-3 marks
	<ul style="list-style-type: none"> • A basic evaluation of the impact that social media can have on audiences • Basic examples from the social media posts and/or posts they have studied used to support ideas and evaluate the work of others • Basic understanding of the impact of social media on society and culture • The answer shows a basic level of organisation and basic use of subject terminology.
0	No response attempted or nothing worthy of credit.

Indicative Content

Learners may consider:

The positive impact of social media, such as:

- The appeal of seeing posts from celebrities such as Ariana Grande and Lena Dunham on social media platforms allows audiences to connect with celebrities/high profile people
- The speed and accessibility of short-form content makes audiences consume more content more frequently
- Audiences learn about social issues through interaction with influencers
- Audiences are no longer just consumers – they can share/like/comment on content
- Audiences can engage with certain products that appeal to them e.g. food recommendations, make-up tips etc
- Audiences may use social media to build a community and create a sense of belonging
- Audiences may feel that they identify with representations on social media – provides audiences with positive role models.

The negative impacts of social media, such as:

- The power of social media e.g. audience reach, virality, addiction to social media
- Audiences may be exposed to misinformation e.g. fake news
- Audiences may see unrealistic standards and compare themselves to online images
- Audiences may be easily influenced by what they see online
- Social media is not always a reliable source of information
- Audiences may be exposed to disinformation – e.g. influencers not declaring advertising/false competitions.

Credit any other valid response.

Mapping of questions to specification content and assessment objectives: Unit 1

Question		Mark allocation														Total Marks	AO1 Marks	AO3 Marks
		Topic and Section																
		1.1					1.2					1.3						
		1.1.1	1.1.2	1.1.3	1.1.4	1.1.5	1.2.1	1.2.2	1.2.3	1.2.4	1.2.5	1.3.1	1.3.2	1.3.3	1.3.4			
1		3													3	3		
2	(a)	2													2	2		
	(b)	4													4	4		
3		6													6	6		
4		15													15		15	
5	(a)					1									1	1		
	(b)					6									6		6	
6						8									8	8		
7											2				2	2		
8											4				4	4		
9												9			9		9	
Total marks		60														30	30	

Source Acknowledgements

Source 1	Instagram post (reel) published by Ariana Grande and r.e.m beauty 24 April 2025 Link: https://www.instagram.com/r.e.m.beauty/reel/DI1dShTpXMO/ r.e.m beauty contacted for copyright permission.
Source 2	Instagram post (photo) published by Lena Dunham 1 April 2025 Link: https://www.instagram.com/p/DH6gsMIRz7t/?img_index=1 Lena Dunham's agent contacted for copyright permission.

Every effort has been made to contact copyright owners, some without or with delayed response. If this causes any concern to the publisher or other interested party then please contact us and we will act appropriately.