

## **GCSE Digital Communication Commentaries**

### **Unit 2: Developing skills in Critical Reading**

#### **Sample 1**

##### **Question 1(a)**

The candidate was awarded full marks here for making the distinction between simply informing readers and 'spreading the word' which implies passing on a political message or idea.

**Score 2**

##### **Question 1(b)**

The first purpose is explained soundly with well chosen quotations. However, the second purpose is more descriptive. Therefore a balance was achieved between the two parts when applying the mark scheme.

**Score 2**

##### **Question 2(a)**

The candidate has selected three specific features from the text – a model response.

**Score 3**

##### **Question 2(b)**

Due to the specific selection of features in 2a, and the clever use of these to structure the response to 2b, the candidate has done very well. The comments lack a little detail and insightfulness but this still demonstrates a developed understanding of the features of the text.

**Score 8**

##### **Question 3**

This response is clearly developed, focusing on obvious strengths and weaknesses of the blog. However, the comments are a little general to demand a mark in the top band.

**Score 4**

##### **Question 4**

The candidate is particularly successful when selecting specific features to include in the social networking site. For instance, the idea of the photographs of teenagers shows a developed understanding of the audience. To get a higher mark the candidate needs to make more subtle comments about why a social networking site is appropriate other than young people use them.

**Score 8**

##### **Question 5(a)**

The link is not live, and therefore not a component of a digital video. The idea of camera angles and the actors were relevant answers.

**Score 2**

**Question 5(b)**

The candidate makes perceptive points about the use of famous people and simple camera angles. The point about the link on the screen becomes more obviously relevant as the paragraph goes on. Therefore, the response achieves a top band mark.

**Score 7**

**Question 6**

This is a strong answer focused on the benefits of digital video as a genre. The comments are not quite specific enough to the idea of a campaign to get top marks – but this is still a developed and effective response.

**Score 8**

**Question 7**

The candidate gets a little distracted by the idea of YouTube rather than the video itself but this is balanced against some clear evaluations of the use of actors in shots. Therefore, the response was placed near the top of Band 2.

**Score 6**

**Question 8**

This response shows a clear appreciation of digital texts and strategies that can be used but it also tends to be a little descriptive rather than evaluative. Therefore, this response is placed in Band 3.

**Score 7**

**Sample 2****Question 1(a)**

Both purposes are valid as they talk about how the text could be persuasive and informative.

**Score 2**

**Question 1(b)**

This achieves 3 marks because it clearly addresses both purposes with specific comment from the text. However, there is no explicit connection made between the details selected and the purposes named.

**Score 3**

**Question 2(a)**

The conservative logo is mentioned along with limited colour palette but this is quite vague. The language used is also a bit too vague and something specific needed to be selected for this answer to achieve more marks

**Score 2**

**Question 2(b)**

This is a sound response. The approach the candidate has taken is sensible – explicitly focusing on three areas so the examiner can see that the rubric of the question has been fulfilled. Point 1 in the answer is by far the strongest – with the other two offering quite general identification of features and or examples.

**Score 5**

**Question 3**

There are some obvious evaluative comments which means this response is developed. However, the comments are unspecific and needed to be better linked to examples from the text to achieve a higher mark.

**Score 3**

**Question 4**

The approach taken by the candidate is sound. They have clearly identified and explained their choice of text. They have also used the bullet points to structure each paragraph – describing the feature and then explaining the feature. This methodical approach demonstrates clear development in the response. The lack of imagination in the choices – particularly in the variety of different ideas chosen – limited this response slightly.

**Score 6**

**Question 5(a)**

Editing and camera positioning are given, but these are quite vague points and much more specific answers are advised. The play and pause button are a component of the website and not a component of the digital video.

**Score 2**

**Question 5(b)**

The candidate uses the answers to 5a to structure the answer in 5b. The candidate's exploration of editing is Band 3. The comments on camera positioning are a little generic and Band 2.

**Score 5**

**Question 6**

The candidate made their comments largely specific to the "Don't Vote video", rather than a generic response to the use of digital video when campaigning. This limited the response to band 1

**Score 3**

**Question 7**

The candidate made some good points and obviously engages with the task but the points are largely generic. In order to achieve Band 3, students need to pull specific examples out of the text to explore.

**Score 6**

**Question 8**

The candidate clearly ran out of time and could do little in this response other than name the texts. Therefore the response must be considered undeveloped.

**Score 2**

**Sample 3****Question 1(a)**

Purpose 1 is clearly indicated in the mark scheme. Purpose 2 suggests persuade and was awarded the mark.

**Score 2**

**Candidate 1(b)**

The response is largely descriptive with no direct reference to purpose. The response is therefore considered 'basic'.

**Score 2****Question 2(a)**

Only logo is specific enough to gain a mark here. Language and colour are too vague and not obviously specific to the text being explored.

**Score 1****Question 2(b)**

The candidate successfully takes the vague answers to 2a and structures the response to 2b. However, as they manage to make some specific reference linked to the text, these are now easy to reward as showing a sound understanding of features. To gain a top band mark, the candidate would have needed to pull out specific examples to help develop their analysis.

**Score 6****Question 3**

The candidate pulls out a number of specific examples from the blog to evaluate. This makes the response developed. The evaluation is a little naive so cannot be considered original and imaginative.

**Score 4****Question 4**

The candidate uses the structure of the question well to make sure they describe a feature and then explain why they would include it in the text. This ensures that the response appears in Band 2 as they are clearly fulfilling the rubric in the question. The ideas that they suggest lack the imagination of a top band response and in the case of the use of colour, the comments are too general.

**Score 6****Question 5(a)**

All responses reference the website as opposed to the digital video – therefore there is no content here to reward.

**Score 0****Question 5b**

Unfortunately the error made in 5a is compounded in the explanation in 5b. There is some content here that deserves credit but it is limited.

**Score 2****Question 6**

The answer focuses on the Don't Vote video as opposed to general comment on why Digital Videos are effective for campaigning. There are some generic comments that push this response into band 2..

**Score 4**

**Question 7**

This is a solid response. The student clearly evaluates the video and makes some comments which are developed. To get into the next band, the candidate needs to focus the evaluation on specific examples that are drawn from the text.

**Score 6**

**Question 8**

This response just about does everything that the question demands. There is some explanation and evaluation of ideas suggested, although these are brief. Because of this, the candidate can have just got into band 3..

**Score 6**

**Sample 4****Question 1(a)**

Purpose 1 is a clear comment on purpose but purpose 2 only communicates content.

Score 1

**Question 1b**

The candidate has misunderstood the question and not addressed how the purposes of text A have been achieved. Therefore, there is no rewardable content.

**Score 0**

**Question 2(a)**

Referring to 'language' and 'colour' is too vague and shows no specific understanding of this particular text. The reference to the logo is a correct response.

**Score 1**

**Question 2(b)**

The comment on the logo suggests some comment on the text. The other two examples are too basic and generic.

**Score 2**

**Question 3**

The candidate copies out content from the text. Therefore there is no rewardable content.

**Score 0**

**Question 4**

The candidate makes an attempt to address the question by choosing a digital text and suggesting, but the comments are rather brief and general.

**Score 2**

**Question 5(a)**

The reference to 'celebrities' was rewarded with 1 mark here. 'Links to other sites' are not part of a digital video as you cannot click on them to move to the site. This should have been called *onscreen text* to have achieved a mark.

**Score 1**

**Question 5b**

The comment on the use of celebrities is valid, but this response remains in band one as the other two paragraphs are not rewardable.

**Score 1**

**Question 6**

The comments are basic and only relate to the *Don't Vote* video when the question asks for a more generic response about the use of digital video.

**Score 1**

**Question 7**

Although the comments appear developed, the response is general and not always successful in communicating ideas clearly. The candidate's QWC also hinders this response.

**Score 3**

**Question 8**

The candidate does successfully select texts and offers some description of content. However, these comments are only partially developed.

**Score 3**