



Question & Answer document

Media (National 5) webinar

Q1

Would a second decision about gore in a different moment in the film gain an additional mark without having to refer to the research again?

A1

Yes. Subsequent planning decisions, if explained fully, could be credited from this bit of research

Q2

Would candidates at Higher level be expected to use more sophisticated terms than "high-key" or "low-key"?

A2

No - high-key/low-key lighting is sophisticated enough terminology for Higher - as long as they analyse and evaluate the effect of these techniques

Q3

If a candidate writes in section 1 "I have decided to do this, because of this..." and gets marks, can they then be awarded marks in section 2 (development) if they reiterate this and say "I chose to do this because of this"?

A3

In section 2 development we are looking more for an explanation of the impact or connotations of what they have selected from their content.

Q4

Would you suggest combining the Creating Media Content unit and assignment and what would you need to add to ensure you were covering all outcomes?

A4

There is some guidance on this in the Common Questions document on the website - it's quite an extended response and covers all levels. Link to common questions doc:

http://www.sqa.org.uk/sqa/files_ccc/Common_questions_Media_N3_N4_N5_H.pdf

Q5

There can be some slippage between internal and external institutional factors, how much leeway is given at the marking of planning?

A5

As long as candidates aren't repeating the same points about the same institutional factors, we wouldn't penalise if they get internal and external mixed up. Teachers would hopefully guide candidates during the planning stage on this.

Q6

Would they get marks in the narrative structures question for referring to Blake Snyder's Save the Cat?

A6

This is not a particularly well-known narrative theory but candidates would not be penalised if they were making legitimate points. The more well-known theorists mentioned, are Todorov, Propp, Levi-Strauss, Campbell, Green, Bordwell and Thomson, and Barthes.

Q7

Are there new understanding standards documents, or are they the ones from last year?

A7

The candidate work shown today is a mixture of the 2015 and 2016 exam diets

Q8

Would you recommend that the public service question is dealt with through an advert like the text message advert?

A8

There are many possible texts, and print is also an option.

Q9

Are the Higher Understanding Standards events the same documents as last year, and are the National 5 ones online the same as last year's?

A9

The Higher Understanding Standards events will be based on the 2016 diet. The National 5 online are the same as previous.

Q10

I am teaching a split level N5/Higher class and I'm quite concerned about the role of the media section and how to go about teaching it, as I believe candidates at Higher level are required to focus on a particular theme or topic. However, the National 5 candidates are better off if they've been taught a range of different texts. Any advice on how to go about this would be very welcome!

A10

I would direct you towards the Education Scotland website for resources and teaching materials. <https://education.gov.scot/>

Q11

My class have studied the Red Cross ad "I am a crisis." Might this be considered for public service media as well?

A11

Although we haven't seen that specific text it sounds highly likely if it's an advert for the Red Cross.