



National
Qualifications
2016

Media

Higher

Finalised Marking Instructions

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General Marking Principles for Higher Media

This information is provided to help you understand the general principles you must apply when marking candidate responses to questions in this paper. These principles must be read in conjunction with the detailed marking instructions, which identify the key features required in candidate responses.

- (a) Marks for each candidate response must always be assigned in line with these General Marking Principles and the Detailed Marking Instructions for this assessment.
- (b) Marking should always be positive. This means that, for each candidate 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.
- (c) If a specific candidate response does not seem to be covered by either the principles or detailed Marking Instructions, and you are uncertain how to assess it, you must seek guidance from your Team Leader.
- (d) Candidates are advised to refer to different examples of media content in their responses to each question, but this is not mandatory. Where the same media content is used, mark as normal.
- (e) Where there is choice, candidates can make reference to one or more media texts and can address these in a general or thematic way, or by close analysis and exemplification, as appropriate to the questions asked.
- (f) Key aspects, contexts and roles of media are broad frameworks for media analysis, and incorporate a variety of useful concepts for decoding and discussing media content. They can cover many models, theories or approaches to media analysis, and these may vary between particular media, forms and genres. Where candidates are given the choice of key aspects, contexts or roles to use in their answer, Markers should accept the use of any appropriate model, theory or approach if it is relevant to the content and question, and corresponds to the following:

Content-based key aspect analysis

Categories: genre, purpose, tone, style

Language: medium/form-specific technical codes, cultural codes, anchorage

Narrative: structures, codes, conventions

Representation: representations, selection and portrayal, ideological discourses

Context-based analysis

Audience: target audience, preferred reading, differential decoding, mode of address

Institution: internal controls and constraints, external controls and constraints

Society: time, place

Role of media analysis

Meeting needs: entertain, educate, inform

Influencing attitudes and behaviours: intentional, unintentional

Meeting particular purposes: profit, promotion, public service

If any unlisted approach or concept is used, and this is appropriate to the question asked, mark as normal and refer to PA if necessary.

- (g) (i) For credit to be given, points must relate to the question asked
- (ii) There are two main types of question used in this question paper, namely:
- A. Questions that ask candidates to *analyse* ...
 - B. Questions that ask candidates to *discuss* ...
- (iii) For each of the question types (in (ii) above), the following provides an overview of marking principles.

A. Questions that ask candidates to *analyse* ...

Analysis requires candidates to identify relevant parts of a subject, the relationship between them and their relationship with the whole. It may involve drawing out and relating implications. Analysis questions usually focus on media content in context. Candidates are given a question stem and three parts (a, b and c) which they must address in their response.

Candidates must identify content and/or content-based media analysis concepts as appropriate to parts a, b and c, exemplify these by reference to media content and relate these to the focus of the stem. Points made do not need to be in any particular order. Candidates may provide a number of developed points or a smaller number of points in depth, or a combination of these.

For example, a candidate might make developed points which show how several different narrative concepts can be applied to specific media content, or might make several points which show in depth how one narrative concept can be applied.

Candidates can use parts a, b and c to structure their response. Some candidates might produce a response in which the three parts are integrated. Either approach is acceptable. Each part should be marked separately, even where an integrated response has been produced.

For each of parts a, b and c, Markers will allocate up to a maximum of 10 marks as follows. The Marker should select the band descriptor which most closely describes the standard of the response. Once the best fit has been selected:

- Where the response just meets the standard described, the lowest mark from the range should be awarded.
- Where the response almost matches the band above, the highest available mark from the range should be awarded.
- Where the response fully meets all the standards described in the top band descriptor, the highest mark should be awarded.

B. Questions that ask candidates to *discuss* ...

Questions that ask candidates to discuss will require them to communicate ideas and information on a subject, and offer opinions, arguments or conclusions backed up with evidence. These questions will usually focus on the role of media. Candidates are given a question stem and two parts (a and b) which they must address in their response.

For part a, candidates must make points that communicate ideas and information on the role of media referenced in the question, and debate two sides of an argument, develop or explore a point of view, or take some other approach appropriate to the question. For part b, candidates are expected to exemplify or develop points made with reference to media content.

Where a number of points are made, these do not need to be in any particular order. Candidates may provide a number of developed points or a smaller number of points in depth, or a combination of these.

For example, a candidate might give several different developed points of information or ideas on the role of media, or might make points which develop one point of information or idea in depth.

Candidates can use parts a and b to structure their response. Some candidates might produce a response in which the two elements are integrated. Either approach is acceptable. Each element should be marked separately, even where an integrated response has been produced.

Candidates will be awarded marks for their discussion of the role of media, and their use of media content to exemplify or develop the discussion.

For each of parts a and b, Markers will allocate up to a maximum of 10 marks as follows. The Marker should select the band descriptor which most closely describes the standard of the response. Once the best fit has been selected:

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Marking Instructions for each question

Question		General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question				
1	(a)	<p>Candidates are expected to:</p> <ul style="list-style-type: none"> demonstrate knowledge and understanding of internal controls and/or constraints and/or external controls and/or constraints, as appropriate to the referenced content give specific and valid exemplification of the referenced institutional concepts from at least one example of media content make points which analyse the relationship between the institutional factors and the referenced content. 	10	<table border="1"> <thead> <tr> <th>Marks</th> <th>Institution</th> </tr> </thead> <tbody> <tr> <td>10-9</td> <td> <p>Institutional factors are discussed in detail using at least two different relevant concepts from within or across internal controls and/or constraints and/or external controls and/or constraints.</p> <p>There is insightful comment on the relationship between the institutional factors and the referenced content.</p> <p>Each institutional factor is exemplified and discussed using developed references to media content.</p> </td> </tr> </tbody> </table>	Marks	Institution	10-9	<p>Institutional factors are discussed in detail using at least two different relevant concepts from within or across internal controls and/or constraints and/or external controls and/or constraints.</p> <p>There is insightful comment on the relationship between the institutional factors and the referenced content.</p> <p>Each institutional factor is exemplified and discussed using developed references to media content.</p>
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