



National
Qualifications
2017

2017 Media

National 5

Finalised Marking Instructions

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General marking principles for National 5 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)
 - 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. Describe . . .
 - B. Explain . . .
 - iii. For each of the question types (in ii above), the following provides an overview of marking principles.

A Questions that ask candidates to describe . . .

Candidates must make a number of relevant, factual points, or state characteristics and features, as appropriate to the question asked. Points made do not need to be in any particular order. Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these.

Up to the total number of marks allocated:

- One mark should be given for each relevant point.
- Each subsequent mark can be given for development of a relevant point, including exemplification.

Example:

Q: Describe in detail one convention of a particular genre that has been used in a media text you have studied. (2 marks.)

One convention of adventure films is that the narrative is structured around a quest to find something or solve a problem. (1 mark for relevant point – description of genre convention.) This can be seen in Blood Diamond where Solomon’s quest is to find his family and go back to his peaceful life, and Danny’s quest is to find the diamond and get rich. (1 mark for development by exemplification.)

B Questions that ask candidates to explain . . .

Candidates must make points that relate cause and effect and/or make relationships between things clear. Where a number of points are made, these do not need to be in any particular order. Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these.

Up to the total number of marks allocated:

- One mark should be given for each relevant point of explanation; where specific factors to be explained are not identified in the question, one mark should be given for first identifying what the factors are.
- Each subsequent mark can be given for development of a relevant point, including exemplification.

Examples:

Q: Explain how media content you have studied might influence behaviour or attitudes. (2 marks.)

Stereotyped representations of young people are often found in news stories and newspaper headlines about them which focus on anti-social behaviour. (1 mark for example.) This gives only a one-sided, negative view, but when it is repeated many times some might believe it to be true of all young people. This can lead to attitudes of prejudice towards them, as well as fearful or defensive behaviour. (1 mark for point of explanation.)

Q: Stereotyped representations of particular social groups in media content can lead to prejudice against them. Explain this influence on behaviour or attitudes. (3 marks.)

A one-sided, negative view of young people, when repeated many times, can lead readers to believe it to be true of all young people and result in suspicion and fearfulness of young people in general. (1 mark for point of explanation) This can happen when most news stories and newspaper headlines about young people focus on anti-social behaviour. (1 mark for exemplification.) The prejudices of people may also be reinforced by seeing them reflected in the press. (1 mark for development.)

- (d) Candidates can refer to the same or different texts in their responses to each question.
- (e) Where there is choice, candidates can make reference to one or more media texts and can discuss these in a general or thematic way, or by close analysis and exemplification.
- (f) Key aspects, contexts and roles of media are broad concepts. They can incorporate 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 aspects

Categories: medium, purpose, form, tone, genre

Language: technical codes, cultural codes, anchorage

Narrative: structures, codes, conventions

Representation: selection and portrayal, stereotyping, cultural assumptions

Context-based key aspects

Audience: target audience, preferred reading, different audience responses

Institution: internal controls and constraints, external controls and constraints

Other contexts

Society: time, place

Roles of media

Meeting needs: entertain, educate, inform

Influencing attitudes and behaviours: intentional, unintentional

Meeting particular purposes: profit, self-interest, public service

Detailed 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 must make a number of relevant factual points, or state characteristics and features as appropriate to the question asked.</p> <p>Points made need not be in any particular order.</p> <p>Candidates may provide a number of straightforward points or a smaller number of developed points.</p> <p>Up to the total number of marks allocated:</p> <p>1 mark should be given for each relevant point.</p> <p>Each subsequent mark can be given for development of a relevant point, including exemplification.</p>	6	<p>Candidates can be awarded up to 6 marks as follows:</p> <p>For each representation: 1 mark should be given for a valid description of the representation (linked to stereotypes).</p> <p>Subsequent marks should be given for additional or developed points.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
(b)	<p>Candidates must make points that relate cause and effect and/or make relationships between things clear.</p> <p>Where a number of points are made, these do not need to be in a particular order.</p> <p>Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these.</p> <p>Up to the total number of marks allocated:</p> <p>1 mark should be given for each relevant point of explanation; where specific factors to be explained are not identified in the question, one mark should be given for first identifying what the factors are.</p> <p>Each subsequent mark can be given for development of a relevant point, including exemplification.</p>	6	<p>Candidates can be credited in a number of ways up to a maximum of 6 marks.</p> <p>Candidates must show at least one causal relationship between language features and the way(s) representations have been constructed (linked to stereotypes).</p> <p>1 mark should be given for each relevant point of explanation of how stereotypes have been created or challenged through language features.</p> <p>Subsequent marks can be awarded for each additional or developed point.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
2.	(a)	<p>Candidates must make a number of relevant factual points, or state characteristics and features as appropriate to the question asked.</p> <p>Points made need not be in any particular order.</p> <p>1 mark should be given for each relevant point.</p>	2	<p>Candidates can be awarded up to 2 marks as follows:</p> <p>For each institutional factor: 1 mark should be given for a valid description of each factor.</p>
	(b)	<p>Candidates must make points that relate cause and effect and/or make relationships between things clear.</p> <p>Where a number of points are made, these do not need to be in any particular order.</p> <p>Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these.</p> <p>Up to the total number of marks allocated:</p> <p>1 mark should be given for each relevant point of explanation; where specific factors to be explained are not identified in the question, 1 mark should be given for first identifying what the factors are.</p> <p>Each subsequent mark can be given for development of a relevant point, including exemplification.</p>	6	<p>Candidates can be credited up to 6 marks as follows:</p> <p>Candidates must show at least one example of the link between external or internal controls and the content of the final text.</p> <p>1 mark should be given for the explanation of how each relevant point of control affected the content.</p> <p>Subsequent marks should be given for additional or developed points.</p>

Question		General marking instructions for this type of question	Max mark	Specific marking instructions for this question
3.	(a)	<p>Candidates must make a number of relevant factual points, or state characteristics and features as appropriate to the question asked.</p> <p>Points made need not be in any particular order.</p> <p>Candidates may provide a number of straightforward points or a smaller number of developed points.</p> <p>Up to the total number of marks allocated:</p> <p>1 mark should be given for each relevant point.</p> <p>Each subsequent mark can be given for development of a relevant point, including exemplification.</p>	8	<p>Candidates can be awarded up to 8 marks as follows:</p> <p>For each genre convention: 1 mark should be given for a valid description of a convention.</p> <p>Subsequent marks should be given for additional or developed points.</p>
	(b)	<p>Candidates must make points that relate cause and effect and/or make relationships between things clear.</p> <p>Where a number of points are made, these do not need to be in any particular order.</p> <p>Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these.</p> <p>Up to the total number of marks allocated:</p> <p>1 mark should be given for each relevant point of explanation; where specific factors to be explained are not identified in the question, 1 mark should be given for first identifying what the factors are.</p> <p>Each subsequent mark can be given for development of a relevant point, including exemplification.</p>	4	<p>Candidates can be credited up to 4 marks as follows:</p> <p>Candidates must show at least one causal relationship between at least one audience and genre.</p> <p>1 mark should be given for each relevant point of explanation of how the audience is attracted by the genre.</p> <p>Subsequent marks should be given for additional or developed points.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
4.	<p>Candidates must make points that relate cause and effect and/or make relationships between things clear.</p> <p>Where a number of points are made, these do not need to be in any particular order.</p> <p>Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these.</p> <p>Up to the total number of marks allocated:</p> <p>One mark should be given for each relevant point of explanation; where specific factors to be explained are not identified in the question, one mark should be given for first identifying what the factors are.</p> <p>Each subsequent mark can be given for development of a relevant point, including exemplification.</p>	8	<p>Candidates can be credited in a number of ways, up to a maximum of 8 marks, as follows:</p> <p>Candidates must show at least one causal relationship between society and content.</p> <p>Award one mark for each explanation of a societal factor and one mark for exemplification relating to the time/place of the production and/or setting of the media content studied.</p> <p>Subsequent marks can be given for development of a relevant point, which might include additional explanation or exemplification.</p>

Question	General marking instructions for this type of question	Max mark	Specific marking instructions for this question
5.	<p>Candidates must make points that relate cause and effect and/or make relationships between things clear.</p> <p>Where a number of points are made, these do not need to be in any particular order.</p> <p>Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these.</p> <p>Up to the total number of marks allocated:</p> <p>1 mark should be given for each relevant point of explanation; where specific factors to be explained are not identified in the question, 1 mark should be given for first identifying what the factors are.</p> <p>Each subsequent mark can be given for development of a relevant point, including exemplification.</p> <p>A maximum of 9 marks can be awarded where only one need has been discussed.</p>	10	<p>Candidates can be credited in a number of ways up to a maximum of 10 marks.</p> <p>Candidates must explain how the content entertains the audience. 1 mark should be given for each relevant point of explanation of how the content was constructed to meet the need of entertainment.</p> <p>Subsequent marks should be given for additional or developed points.</p>

[END OF MARKING INSTRUCTIONS]