



National
Qualifications
2017

2017 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 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 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:

- Where the response just meets the standard described, the lowest mark from the range should be awarded.
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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 appropriate society contexts/ideas which are relevant to the time and/or place of production, consumption or setting of the referenced content give specific and valid exemplification of the referenced society contexts/ideas from at least one example of media content make points which analyse the relationship between the society contexts/ideas and the content. <p>Equal attention need not be given to the parts above. Markers should consider the analysis of society as a whole, using the mark band descriptors in the additional guidance column.</p> <p>Points made do not need to be in any particular order.</p>	10	<table border="1"> <thead> <tr> <th>Marks</th> <th>Society</th> </tr> </thead> <tbody> <tr> <td>10-9</td> <td> <p>Society contexts/ideas are decoded in detail using at least two different relevant concepts from within or across time and place.</p> <p>There is insightful comment on the relationship between the society contexts/ideas and the referenced content.</p> <p>Each society context/idea is exemplified and discussed with developed references to media content.</p> </td> </tr> <tr> <td>8-7</td> <td> <p>Possible society contexts/ideas are decoded in detail using at least one relevant concept from within or across time and place.</p> <p>One concept may be used in detail, or more than one may be used in some detail.</p> <p>There is comment on the relationship between the society contexts/ideas and the referenced content.</p> <p>Each society context/idea is exemplified and discussed with developed references to media content.</p> </td> </tr> </tbody> </table>	Marks	Society	10-9	<p>Society contexts/ideas are decoded in detail using at least two different relevant concepts from within or across time and place.</p> <p>There is insightful comment on the relationship between the society contexts/ideas and the referenced content.</p> <p>Each society context/idea is exemplified and discussed with developed references to media content.</p>	8-7	<p>Possible society contexts/ideas are decoded in detail using at least one relevant concept from within or across time and place.</p> <p>One concept may be used in detail, or more than one may be used in some detail.</p> <p>There is comment on the relationship between the society contexts/ideas and the referenced content.</p> <p>Each society context/idea is exemplified and discussed with developed references to media content.</p>
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	(b)	<p>Candidates are expected to:</p> <ul style="list-style-type: none"> • demonstrate knowledge and understanding of relevant representations, selection and portrayal and/or ideological discourses • give specific and valid exemplification of the referenced representation concepts from at least one example of media content • comment on the ways in which referenced representations reflect ideas in society. <p>Equal attention need not be given to the parts above. Markers should consider the analysis of representation as a whole, using the mark band descriptors in the additional guidance column.</p> <p>Points made do not need to be in any particular order.</p> <p>Candidates may provide a number of developed points or a smaller number of points in depth, or a combination of these.</p>	10	<table border="1"> <thead> <tr> <th>Marks</th> <th>Representation</th> </tr> </thead> <tbody> <tr> <td>10-9</td> <td> <p>Representation is decoded in detail using at least two different relevant concepts from within or across representations, selection and portrayal and/or ideological discourses.</p> <p>There is insightful comment on the relationship between the representations and ideas in society.</p> <p>Each representation is exemplified and discussed with developed references to media content.</p> </td> </tr> <tr> <td>8-7</td> <td> <p>Representation is decoded in detail using at least one relevant concept from within or across representations, selection and portrayal and/or ideological discourses.</p> <p>One concept may be used in detail, or more than one may be used in some detail.</p> <p>There is comment on the relationship between the representation(s) and ideas in society.</p> <p>Each representation is exemplified and discussed with developed references to media content.</p> </td> </tr> </tbody> </table>	Marks	Representation	10-9	<p>Representation is decoded in detail using at least two different relevant concepts from within or across representations, selection and portrayal and/or ideological discourses.</p> <p>There is insightful comment on the relationship between the representations and ideas in society.</p> <p>Each representation is exemplified and discussed with developed references to media content.</p>	8-7	<p>Representation is decoded in detail using at least one relevant concept from within or across representations, selection and portrayal and/or ideological discourses.</p> <p>One concept may be used in detail, or more than one may be used in some detail.</p> <p>There is comment on the relationship between the representation(s) and ideas in society.</p> <p>Each representation is exemplified and discussed with developed references to media content.</p>	
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2.	(a)	<p>Candidates must discuss the role of media referenced in the question. They are expected to:</p> <ul style="list-style-type: none"> • make points that communicate ideas and information on the role of media. These points can include relevant issues, facts, perspectives or theories – any valid point should be accepted if it is relevant to the question • make points of discussion which debate two sides of an argument, offer critical comment or develop a line of argument/opinion • draw at least one conclusion which provides a judgment in relation to terms of the question, connected to the evidence presented, and provide reasons. 	10	<table border="1"> <thead> <tr> <th>Marks</th> <th>The Role of Media</th> </tr> </thead> <tbody> <tr> <td></td> <td>Up to 10 marks should be awarded for discussion of the role of media referenced in the question, as follows:</td> </tr> <tr> <td>10-9</td> <td> <p>There are several detailed points of information/ideas on the role of media, and these relate to at least two perspectives relevant to the question.</p> <p>There are several relevant points of discussion which debate different sides of the referenced role of media issue, offer critical comment or develop at least one clear line of argument/opinion.</p> <p>At least one conclusion with supporting reason(s) is drawn.</p> </td> </tr> <tr> <td>8-7</td> <td> <p>There are at least two points of information/ideas on the role of media, and these relate to at least one of the perspectives referenced in the question.</p> <p>Two points may be given in detail or more than two points may be given in lesser detail.</p> <p>There are at least two relevant points of discussion which debate different sides of the referenced role of media issue, offer critical comment or develop at least one clear line of argument/opinion.</p> <p>At least one conclusion with supporting reason(s) is drawn.</p> </td> </tr> </tbody> </table>	Marks	The Role of Media		Up to 10 marks should be awarded for discussion of the role of media referenced in the question, as follows:	10-9	<p>There are several detailed points of information/ideas on the role of media, and these relate to at least two perspectives relevant to the question.</p> <p>There are several relevant points of discussion which debate different sides of the referenced role of media issue, offer critical comment or develop at least one clear line of argument/opinion.</p> <p>At least one conclusion with supporting reason(s) is drawn.</p>	8-7	<p>There are at least two points of information/ideas on the role of media, and these relate to at least one of the perspectives referenced in the question.</p> <p>Two points may be given in detail or more than two points may be given in lesser detail.</p> <p>There are at least two relevant points of discussion which debate different sides of the referenced role of media issue, offer critical comment or develop at least one clear line of argument/opinion.</p> <p>At least one conclusion with supporting reason(s) is drawn.</p>
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10-9	<p>There are several detailed points of information/ideas on the role of media, and these relate to at least two perspectives relevant to the question.</p> <p>There are several relevant points of discussion which debate different sides of the referenced role of media issue, offer critical comment or develop at least one clear line of argument/opinion.</p> <p>At least one conclusion with supporting reason(s) is drawn.</p>											
8-7	<p>There are at least two points of information/ideas on the role of media, and these relate to at least one of the perspectives referenced in the question.</p> <p>Two points may be given in detail or more than two points may be given in lesser detail.</p> <p>There are at least two relevant points of discussion which debate different sides of the referenced role of media issue, offer critical comment or develop at least one clear line of argument/opinion.</p> <p>At least one conclusion with supporting reason(s) is drawn.</p>											

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2	(b)	<p>References to media content.</p> <p>Candidates must make relevant references to media content. They are expected to:</p> <ul style="list-style-type: none"> make specific and detailed references to media content which develop or exemplify points of information/ideas or discussion make comments on the references which relate these to the discussion. <p>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.</p> <p>Candidates can reference any appropriate medium, genre or form, or a combination of these. References to media content may be in key aspect terms, but this is not mandatory, and can include general or close textual exemplification.</p>	10	<table border="1"> <thead> <tr> <th>Marks</th> <th>References to media content</th> </tr> </thead> <tbody> <tr> <td></td> <td>Up to 10 marks should be awarded for references to media content made in support of the information or discussion on the role of media, as follows:</td> </tr> <tr> <td>10-9</td> <td>There are several specific and detailed references to media content which can include general or close textual exemplification. References develop or exemplify points made. There are comments on most of the references, and these relate the content logically to the discussion given. Some of the comments are insightful.</td> </tr> <tr> <td>8-7</td> <td>There are several specific and detailed references to media content which can include general or close textual exemplification. References develop or exemplify points made. There are comments on some of the references, and these relate the content logically to the discussion given.</td> </tr> <tr> <td>6-5</td> <td>There are several specific and detailed references to media content which can include general or close textual exemplification. References develop or exemplify points made.</td> </tr> <tr> <td>4-3</td> <td>There are some references or sets of references to media content which exemplify points made.</td> </tr> <tr> <td>2-1</td> <td>References to media content are sparse or vague.</td> </tr> <tr> <td>0</td> <td>There are no references to media content relevant to the discussion of the role of media.</td> </tr> </tbody> </table>	Marks	References to media content		Up to 10 marks should be awarded for references to media content made in support of the information or discussion on the role of media, as follows:	10-9	There are several specific and detailed references to media content which can include general or close textual exemplification. References develop or exemplify points made. There are comments on most of the references, and these relate the content logically to the discussion given. Some of the comments are insightful.	8-7	There are several specific and detailed references to media content which can include general or close textual exemplification. References develop or exemplify points made. There are comments on some of the references, and these relate the content logically to the discussion given.	6-5	There are several specific and detailed references to media content which can include general or close textual exemplification. References develop or exemplify points made.	4-3	There are some references or sets of references to media content which exemplify points made.	2-1	References to media content are sparse or vague.	0	There are no references to media content relevant to the discussion of the role of media.
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[END OF MARKING INSTRUCTIONS]