



National
Qualifications
SPECIMEN ONLY

SQ30/N5/01

Media

Date — Not applicable

Duration — 1 hour and 30 minutes

Total marks — 50

Attempt ALL questions.

Before attempting the questions you must check that your answer booklet is for the same subject and level as this question paper.

On the answer booklet, you must clearly identify the question number you are attempting.

Use **blue** or **black** ink.

Before leaving the examination room you must give your answer booklet to the Invigilator. If you do not, you may lose all the marks for this paper.



* S Q 3 0 N 5 0 1 *

Attempt ALL questions

1. Genres can be recognised by their conventions.
Describe four conventions of a particular genre which have been used in a media text you have studied, and give an example of how each has been used in that text. **8**
2. Technical and cultural codes are used to create preferred readings in media content.
- (a) Describe a preferred reading in one particular example of media content you have studied. **2**
- (b) Explain in detail how technical and/or cultural codes have been used to create this reading. **10**
3. Media texts are carefully constructed to target particular audiences.
- (a) Describe the target audience(s) for one media text you have studied, using **two** from: characteristics; needs; expectations. **2**
- (b) Explain in detail how at least one key aspect of this text has been used to target the audience(s). **10**
4. Institutional contexts such as internal and external factors, ownership and regulation affect media content.
- (a) Describe in detail at least one institutional factor that is relevant to media content you have studied. **4**
- (b) Explain in detail the effect of the institutional factor(s) on at least one key aspect of this content. **8**
5. Explain in detail how media content you have studied might influence people's behaviour or attitudes. **6**

[END OF SPECIMEN QUESTION PAPER]



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Marking Instructions

These Marking Instructions have been provided to show how SQA would mark this Specimen Question Paper.

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Part One: 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 specific Marking Instructions for each question. The marking schemes are written to assist in determining the ‘minimal acceptable answer’ rather than listing every possible correct and incorrect answer.

- (a) Marks for each candidate response must always be assigned in line with these general marking principles and the specific Marking Instructions for the relevant question.
- (b) Marking should always be positive, ie marks should be awarded for what is correct and not deducted for errors or omissions.
- (c)
 - 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 give 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

Part Two: Marking Instructions for each question

Question		Max mark	General Marking Instructions for this type of question	Specific Marking Instructions
1		8	<p>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.</p> <p>Up to the total number of marks allocated:</p> <p>One 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>	<p>Candidates can be credited up to a maximum of 8 marks, as follows:</p> <p>For the referenced genre, one mark should be given for each valid convention described, and a second given for an example of how it has been used in the selected text.</p> <p>Descriptions of genre may include any valid conventions such as: technical and cultural codes, style, tone, theme, narrative, representation or other content references. These will draw on, but need not explicitly use the terminology of, key aspects.</p>
2	a	2	<p>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.</p> <p>Up to the total number of marks allocated:</p> <p>One mark should be given for each relevant point.</p>	<p>Candidates can be awarded up to 2 marks as follow:</p> <p>One mark should be given for a valid point that describes a preferred reading.</p> <p>A second mark should be given for a second point, or development of the developed description of a preferred reading.</p>
2	b	10	<p>Candidates must 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.</p> <p>Up to the total number of marks allocated:</p>	<p>Up to a maximum of 10 marks can be awarded as follows:</p> <p>Candidates must show a causal relationship between technical/cultural codes and preferred reading.</p> <p>One mark should be given for each relevant point of explanation of how technical and/or cultural codes have been used to create the reading.</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>	<p>Subsequent marks should be given for any points that are developed.</p>
3	a	2	<p>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.</p> <p>Up to the total number of marks allocated:</p> <p>One mark should be given for each relevant point.</p>	<p>Up to a maximum of 2 marks:</p> <p>Award one mark for each point used to describe the target audience in terms of two from: characteristics, needs and expectations.</p> <p>If 'characteristics' is chosen, more than one feature should be given. References may be made to demographics, socio-economics, nationality, place, or other relevant characteristics.</p> <p>If 'needs' is chosen, one valid point about needs, or at least two stated needs, should be given.</p> <p>If 'expectations' is chosen, one valid point about expectations, or at least two stated expectations, should be given.</p>
3	b	10	<p>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.</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>Candidates can be credited in a number of ways, up to a maximum of 10 marks.</p> <p>Candidates must show at least one causal relationship between the audience being targeted and a key aspect.</p> <p>One mark should be given for each relevant point of explanation of how elements of the selected key aspect(s) of the text have been used to target the audience(s).</p> <p>Subsequent marks should be given for any points that are developed.</p> <p>Explanation may include targeting of more than one audience, or use of more than one feature of the</p>

			Each subsequent mark can be given for development of a relevant point, including exemplification.	selected key aspect(s).
4	a	4	<p>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.</p> <p>Up to the total number of marks allocated:</p> <p>One mark should be given for each relevant point.</p> <p>Second and subsequent marks should be given for any point that is developed.</p>	<p>Candidates can be credited in a number of ways, up to a maximum of 4 marks.</p> <p>They may describe several relevant elements of one institutional factor in detail, or describe a number of different institutional factors that are relevant.</p> <p>One mark should be given for each valid, relevant point made. Subsequent marks should be given for any points that are developed.</p> <p>Institutional factors may be internal, external or a combination of these and descriptions may include details of: budget; ownership; legal, regulatory and market factors; personnel; equipment; technologies; distribution; industries; professional practice; competition; sources of finance, sales and investment; any other relevant factor.</p>
4	b	8	<p>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.</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>	<p>Candidates can be credited in a number of ways, up to a maximum of 8 marks.</p> <p>Candidates must show at least one causal relationship between an institutional factor and a key aspect.</p> <p>One mark should be given for each relevant point of explanation of the effect of the institutional factor(s) on any key aspect of the content.</p> <p>Subsequent marks should be given for any points that are developed.</p>

5		<p data-bbox="395 165 935 506">6 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.</p> <p data-bbox="467 539 900 607">Up to the total number of marks allocated:</p> <p data-bbox="467 640 940 875">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 data-bbox="467 909 940 1010">Each subsequent mark can be given for development of a relevant point, including exemplification.</p>	<p data-bbox="970 165 1433 266">Candidates can be credited in a number of ways, up to a maximum of 6 marks.</p> <p data-bbox="970 300 1433 400">Candidates must show at least one causal relationship between media content and behaviour/attitudes.</p> <p data-bbox="970 434 1433 703">One mark should be given for each relevant point of explanation of the influence of media content studied on people’s behaviour or attitudes; and 1 mark given for exemplification of the relevant media content and the behaviour/attitudes influenced.</p> <p data-bbox="970 736 1433 815">Subsequent marks should be given for any points that are developed</p> <p data-bbox="970 848 1433 1084">Explanation may relate to several relevant elements of one set of behaviours/attitudes, or a number of different behaviours/attitudes. More than one feature of the referenced content may be explained.</p> <p data-bbox="970 1117 1433 1621">Reference may be made to behaviours and attitudes which are: positive, negative; intentional, unintentional, consequential, cumulative; by individuals, groups, communities, public and private organisations, legal and regulatory bodies, governments; towards individuals, social groups, public and private organisations, places, events, ideas, products and so on. Other relevant behaviours and attitudes may be referenced and should be accepted.</p> <p data-bbox="970 1655 1433 1868">Content can be described in a general way or by close textual exemplification. Key aspect terms may, but need not, be used. Single or multiple texts may be referenced.</p>
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[END OF SPECIMEN MARKING INSTRUCTIONS]