



Media (National 5): question paper

**Commentary on candidate
evidence**

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Candidate 1

Question 1a

The candidate was awarded **8 marks**.

1 mark was awarded for describing the genre convention of camera shots used in sitcoms.

1 mark was then awarded for illustrating the use of this convention with a specific example from Brooklyn 99.

1 mark was awarded for further illustrating the use of this convention with another specific example from Friends.

1 mark is awarded for describing the genre convention of the 'dork' archetype used in sitcoms.

1 mark is awarded for illustrating the use of this convention with a brief but specific example from Brooklyn 99.

1 mark is awarded for describing the genre convention of the 'goofball' archetype used in sitcoms.

1 mark is awarded for illustrating the use of this convention with a specific example from Brooklyn 99.

1 mark is awarded for describing the genre convention of the 'bully' archetype used in sitcoms.

Note: 1 mark could also have been awarded for illustrating the use of this convention with a specific example from Brooklyn 99.

Note: 1 mark could also have been awarded for describing the genre convention of upbeat theme music used in sitcoms.

Question 1b

The candidate was awarded **1 mark** because they provide a reasonable explanation of how making conventions easily identifiable makes the media content enjoyable for the audience and meets the purpose of entertaining.

Question 2a

The candidate was awarded **2 marks**.

1 mark is awarded for describing the representation of Derry in the episode of Derry Girls.

1 mark is awarded for describing the representation of Michelle in the episode of Derry Girls.

Note: 1 mark could also have been awarded for describing the representation of Orla in Derry Girls.

Question 2b

The candidate was awarded **10 marks**.

1 mark was awarded for explaining how the establishing shot shows the representation of Derry as a dangerous place where dangers aren't taken seriously.

1 mark was awarded for further explaining how the establishing shot and the prop of the sign establishes the idea of Derry as a place where people don't want to be associated with the UK.

1 mark was awarded for explaining how the medium shot represents Derry as a working class place.

1 mark was awarded for explaining how the scene with the soldiers on the bus and the dialogue represents Derry as a dangerous place where dangers aren't taken seriously.

1 mark was awarded for further explaining how music in the scene helps to represent the idea that dangers in Derry are familiar.

1 mark was awarded for explaining how the shot showing the name of the school bus represents Derry as a sectarian place.

1 mark was awarded for explaining how costume is used to represent Michelle as a chav or ned.

1 mark was awarded for explaining how the actor's performance and dialogue represent Michelle as a bully.

1 mark was awarded for explaining how costume is used to represent Orla as childish and weird.

1 mark was awarded for explaining how dialogue represents Orla as childish or weird.

Question 3

The candidate was awarded **10 marks**.

1 mark was awarded for describing the Setup stage of Mernit's Rom-Com Structure in Scott Pilgrim vs the World.

1 mark was awarded for describing the Meet Cute stage of Mernit's Rom-Com Structure in Scott Pilgrim vs the World.

1 mark was awarded for describing the Complication stage of Mernit's Rom-Com Structure in Scott Pilgrim vs the World.

1 mark was awarded for describing the Hook stage of Mernit's Rom-Com Structure in Scott Pilgrim vs the World.

1 mark was awarded for describing the Swivel stage of Mernit's Rom-Com Structure in Scott Pilgrim vs the World.

1 mark was awarded for describing the Dark Moment stage of Mernit's Rom-Com Structure in Scott Pilgrim vs the World.

1 mark was awarded for describing the The Joyful Defeat stage of Mernit's Rom-Com Structure in Scott Pilgrim vs the World.

1 mark was awarded for describing the Normality stage of Todorvian structure in Scott Pilgrim.

1 mark was awarded for describing the Disruption stage of Todorvian structure in Scott Pilgrim.

1 mark was awarded for describing the Attempt to Repair stage of Todorvian structure in Scott Pilgrim.

Note: 1 mark could also have been awarded for describing the New Normality stage of Todorvian structure in Scott Pilgrim.

Question 4

The candidate was awarded **8 marks**.

1 mark was awarded for explaining the view of 1950s/60s America that it was important to project the image of the 'perfect family' and to fit in.

1 mark was awarded for explaining how this was shown through dialogue in the episode of WandaVision.

1 mark was awarded for further explaining how this view was shown through the costume of the character of Vision in WandaVision.

1 mark was awarded for further explaining how this view was shown through actors' performance in the second episode of WandaVision.

1 mark was awarded for explaining the view in 1950s/60s America that women should stay at home and do domestic chores.

1 mark was awarded for explaining how this view was shown through Samantha's performance in Bewitched.

1 mark was awarded for further explaining how this view was shown through Wanda's costume in WandaVision.

1 mark was awarded for further explaining how this view was shown through props and actors' performance in WandaVision.

Question 5

The candidate was awarded **4 marks**.

1 mark was awarded for explaining how the links to other news sources help the episode of Newsround meet the need to inform, with a brief example.

1 mark was awarded for explaining how the episode uses on-screen graphics to meet the need to inform.

1 mark was awarded for developing this explanation with a specific example of graphics used in the segment about the storm.

1 mark was awarded for further developing this explanation with another specific example of graphics used in the segment about the zoo.

Question 6

The candidate was awarded **10 marks**.

1 mark was awarded for explaining how the appearance of the central foreground character fits the narrative role of the hero.

1 mark was awarded for further developing this explanation showing how his appearance connects with the adventure genre.

1 mark was awarded for further developing this explanation by explaining how this would appeal to adventure genre fans.

1 mark was awarded for explain how the appearance of the supporting character fits the narrative role of the villain/false hero.

1 mark was awarded for further explaining how the contrast between the two main characters suggest the binary oppositions in the narrative.

1 mark was awarded for further explaining how the representation of these characters might appeal to audiences.

1 mark was awarded for explaining the appearance of the female character and explaining how this fits with the princess narrative role.

1 mark was awarded for developing this point, further explaining her potential relationship to the protagonist in the narrative.

1 mark was awarded for further explaining how her representation would appeal to a specific genre audience.

1 mark was awarded for explaining the narrative scene depicted on the poster and its relevance to the adventure genre.

Note: 1 mark could also have been awarded for further explaining how this narrative scene would have appealed to target audiences of adventure film fans.

Candidate 2

Question 4

The candidate was awarded **7 marks**.

1 mark was awarded for explaining the view in 1950s/60s America that women should stay at home to be housewives.

1 mark was awarded for further explaining this view with the example of costume and performance in WandaVision.

1 mark was awarded for further explaining this view with the example of performance in Bewitched.

1 mark was awarded for explaining the view in 1950s/60s America that it was important to have a normal family and to fit in with neighbours.

1 mark was awarded for further explaining this view with the dialogue from WandaVision.

1 mark was awarded for further explaining this view with the example of actors' performance in WandaVision.

1 mark was awarded for explaining the view of 1950s/60s America that men should work and that having a job was the key to happiness and success.

Question 5

The candidate was awarded **8 marks**.

1 mark was awarded for explaining how the use of real-life footage in Spain is used to inform the audience.

1 mark was awarded for explaining how links to additional information helps to inform the audience.

1 mark was awarded for explaining how on-screen graphics naming the zoo-keeper being interviewed helps to inform the audience.

1 mark was awarded for explaining how the content provides news information on who, what, where, when etc with the example of the story about the robot in Sheffield.

1 mark was awarded for explaining the use of stock footage to inform the audience on football results.

1 mark was awarded for further explaining the use of on-screen graphics to help clarify images with the example of the snowstorm segment.

1 mark was awarded for explaining how the content meets the needs to educate by breaking down complex concepts into simple steps.

1 mark was awarded for the brief but valid explanation of how real-life footage is used to inform in the Trump segment.