H

National Qualifications
SPECIMEN ONLY

SQ31/H/01

Media

Date — Not applicable

Duration — 2 hours

Total marks — 50

Attempt ALL questions.

Write your answers clearly in the answer booklet provided. In 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.

Attempt ALL questions

Total marks — 50

It is recommended that the examples of media content you use in response to Question one are different from the examples of media content you use in response to Question two.

1. **Media Content in Context**

   How audiences respond to media content can depend on the extent to which genre conventions have been used to construct it.

   Analyse how this could apply to media content you have studied. In your response you must cover:

   (a) the ways in which genre conventions have been used in the construction of narrative structures, codes and/or conventions **10**

   (b) the ways in which genre conventions have been used in the construction of language and/or representation and/or other categories **10**

   (c) the ways in which different audiences might respond to the expected and/or unexpected uses of genre conventions in the media content you have referenced. **10**

2. **The Role of Media**

   The media is consistently criticised as being intrusive, out of control or problematic in some other way. Often, the response from the media is that it is simply fulfilling its role of meeting the needs of its audiences.

   Discuss this with reference to media content you have studied. In your response you must:

   (a) give detailed information or ideas about the role of media referenced above, and discuss this by giving some opinions, arguments or conclusions about it **10**

   (b) give specific examples from media content which illustrate the information, ideas or discussion. **10**

[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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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 <u>always</u> 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) 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.

(d) 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 question asked.

(e) 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.

(f)   (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.
- 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.

Marking Instructions for each question

Question			Expected response	Max mark	Additional Guidance	
1	a		Candidates are expected to: • demonstrate knowledge and understanding of narrative structures and/or codes and/or conventions relevant to a particular genre • give specific and valid exemplification of the referenced narrative concepts from at least one example of media content • comment on the expected/unexpected ways in which the narrative has been used in the content Equal attention need not be given to the parts above. Markers should consider the analysis of narrative as a whole, using the mark band descriptors in the additional guidance column. 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.	10	**Marks**	**Narrative**
					10-9	Narrative is decoded in detail using at least two different relevant concepts from within or across structures and/or codes and/or conventions. There is comment on the relationship between the narrative and the genre. Each narrative concept is exemplified and discussed by developed references to media content.
					8-7	Narrative is decoded in detail using at least one relevant concept from within or across structures and/or codes and/or conventions. One concept may be used in detail, or more than one may be used in some detail. There is comment on the relationship between the narrative and the genre. Each narrative concept is exemplified and discussed by developed references to media content.
					6-5	Narrative is decoded in some detail using one relevant concept from structures, codes and conventions. One concept may be used in some detail, or more than one concept may be used in lesser detail. A link is made to genre. The narrative concept is exemplified by relevant references to media content.

Question			Expected response	Max mark	Additional Guidance	
					4-3	There is an explanation of narrative in terms of structure, codes or conventions. The explanation is exemplified by one or two relevant references to media content.
					2-1	There is identification of a relevant narrative structure, code or convention. There are one or two examples from media content relevant to the structure, code or convention.
					0	There is no information about narrative structures, codes or conventions relevant to the question.
1	b		**Candidates are expected to:** • demonstrate knowledge and understanding of key aspect concepts from categories and/or language and/or representation, relevant to a particular genre • give specific and valid exemplification of the chosen key aspect(s) from at least one example of media content • comment on the expected/unexpected ways in which the chosen key aspect has been used in the content Equal attention need not be given to the parts above. Markers should consider the analysis of the chosen key aspect(s) as a whole, using the mark band descriptors in the additional guidance column.	10	**Marks**	**Key aspect(s) selected by candidate**
					10-9	Categories and/or language and/or representation are decoded in detail using at least two different relevant concepts from within or across these key aspects. There is comment on the relationship between at least one selected key aspect and the genre. Each selected key aspect concept is exemplified and discussed by developed references to media content.

Question			Expected response	Max mark	Additional Guidance	
			Candidates can focus on one key aspect from categories, language or representation, or select from across these. Equal attention need not be given to each referenced concept.		**8-7**	Language and/or representation and/or other relevant categories are decoded in detail using at least one relevant concept from within or across these key aspects. One concept may be used in detail, or more than one may be used in some detail.
			If categories is chosen, relevant concepts include: purpose, genre, tone and style.			There is comment on the relationship between at least one selected key aspect and the genre.
			If language is chosen, relevant concepts include: technical codes, cultural codes and anchorage.			Each narrative concept is exemplified and discussed by developed references to media content.
			If representation is chosen, relevant concepts include: representations, selection and portrayal, ideological discourses.		**6-5**	Language and/or representation and/or other relevant categories are decoded in some detail using one relevant concept from within or across these key aspects. One concept may be used in some detail, or more than one concept may be used in lesser detail.
			Unlisted, but nonetheless, valid concepts relating to categories, language or representation should be accepted if valid to the genre and referenced content.			A link is made to genre.
			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.			The selected concept is exemplified by relevant references to media content.
					4-3	There is an explanation of language and/or representation and/or other relevant categories in terms of a relevant concept from within or across these key aspects.
						The explanation is exemplified by one or two relevant references to media content.

Question			Expected response	Max mark	Additional Guidance	
					2-1	There is identification of a relevant concept from language or representation or other relevant categories. There are one or two examples from media content relevant to the concept identified.
					0	There is no information about language and/or representation and/or other relevant categories relevant to the question.
1	c		**Candidates are expected to:** • demonstrate knowledge and understanding of target audience and mode of address and/or preferred reading and/or differential decoding, as appropriate to the referenced content • give specific and valid exemplification of the referenced audience concepts from at least one example of media content • make points which analyse the relationship between the audience reactions and the expected and/or unexpected elements within the content Equal attention need not be given to the parts above. Markers should consider the analysis of audience as a whole, using the mark band descriptors in the additional guidance column. 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.	10	**Marks**	**Audience**
					10-9	Possible audience reactions are decoded in detail using at least two different relevant concepts from within or across target audience, mode of address, preferred reading or differential decoding. There is comment on the relationship between the audience and the expected and/or unexpected uses of genre conventions. Each audience concept is exemplified and discussed by developed references to media content.
					8-7	Possible audience reactions are decoded in detail using at least one relevant concept from within or across target audience, mode of address, preferred reading or differential decoding. One concept may be used in detail, or more than one may be used in some detail. There is comment on the relationship between the audience and the expected and/or unexpected uses of

Question			Expected response	Max mark	Additional Guidance	
						genre conventions.
						Each audience concept is exemplified and discussed by developed references to media content.
					6-5	Possible audience reactions are decoded in some detail using one relevant concept from across target audience, mode of address, preferred reading or differential decoding. One concept may be used in some detail, or more than one concept may be used in lesser detail.
						A link is made to expected and/or unexpected uses of genre conventions.
						The audience concept is exemplified by relevant references to media content.
					4-3	There is an explanation of possible audience reactions.
						The explanation is exemplified by one or two relevant references to media content.
					2-1	There is identification of a possible audience reaction.
						There are one or two examples from media content relevant to the possible reaction.
					0	There is no information about possible audience reactions relevant to the question.

Question			Expected response	Max mark	Additional Guidance	
2	**a**		**Role of media** **Candidates must discuss the role of media referenced in the question. They are expected to:** • 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	**Marks**	**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	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. 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. At least one conclusion with supporting reason(s) is drawn.
					8-7	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. Two points may be given in detail or more than two points may be given in lesser detail. 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. At least one conclusion with supporting reason(s) is drawn.

Question			Expected response	Max mark	Additional Guidance	
					6-5	There are at least two points of information/ideas on the role of media which relate to at least one of the perspectives referenced in the question. Two points may be given in detail or more than two points may be given in lesser detail.
						There is at least one relevant point of discussion which offers critical comment or argument/ opinion on the referenced role of media issue.
						At least one point of argument, opinion or conclusion is given, with supporting reason(s).
					4-3	There are at least two points of information/ideas on the role of media which relate to at least one of the perspectives referenced in the question. Two points may be given in detail or more than two points may be given in lesser detail.
						At least one point of argument, opinion or conclusion is given on the referenced role of media issue, with supporting reason(s).
					2-1	There is at least one point of information/idea on the role of media which relates to one of the perspectives referenced in the question.
						OR
						At least one point of argument, opinion or conclusion is given on the referenced role of media issue, with supporting reason(s).

Question			Expected response	Max mark	Additional Guidance	
					0	There is no information on the role of media relevant to the question.
2	b		**References to media content** **Candidates must make relevant references to media content. They are expected to:** • make 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 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. 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.	10	**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 detailed references to media content. References develop or exemplify points made. There are comments on most of the references, and these relate the content logically to the discussion given.
					8-7	There are several detailed references to media content. 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 detailed references to media comment. References develop or exemplify points made.
					4-3	There are some references to media content which exemplify points made.
					2-1	References to media content are sparse or vague.

Question			Expected response	Max mark	Additional Guidance	
					0	There are no references to media content relevant to the discussion of the role of media.

[END OF SPECIMEN MARKING INSTRUCTIONS]