



National
Qualifications
2019

2019 Media

Higher

Analysis of media content

Finalised Marking Instructions

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General marking principles for Higher Media: Analysis of media content

Always apply these general principles. Use them in conjunction with the detailed marking instructions, which identify the key features required in candidates' responses.

- (a) Always use positive marking. This means candidates accumulate marks for the demonstration of relevant skills, knowledge and understanding; marks are not deducted for errors or omissions.
- (b) If a 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.
- (c) Candidates have the option to refer to one, or more than one media text in their responses to each question. Do not penalise candidates for using the same text across both questions.
- (d) Key aspects 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 to use in their answer, 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 key aspect analysis

Audience – target audience, preferred reading, differential decoding, consumption

Institution – internal controls and constraints, external controls and constraints

Society – relevant to the time and/or place of production or setting of the referenced content.

- (e) Award marks only where points relate to the question asked.
- (f) For analysis questions, candidates must identify relevant parts of a subject, the relationship between them and their relationship with the whole. They may need to draw out and relate implications. Candidates respond to a question stem and two parts, (a) and (b), which they must address in their response.

Candidates must identify content and/or context-based media analysis concepts as appropriate to parts (a) and (b), 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.

For each of parts (a) and (b), award up to a **maximum of 10 marks** as follows. 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, award the lowest mark from the range
- where the response almost matches the band above, award the highest mark from the range
- where the response fully meets all the standards described in the top band descriptor, award the highest mark from the range.

Marking instructions for each question

1. (a) Candidates are expected to:

- demonstrate knowledge and understanding of institutional factors, as appropriate to the referenced content
- give specific and valid exemplification of the referenced institutional factors in relation to at least one example of media content
- make points which give details of the relationship between the institutional factors and the content.

10-9	8-7	6-5	4-3	2-1	0
<p>Candidates decode at least two different, relevant institutional factors in detail.</p> <p>Candidates make insightful comment(s) on the relationship between institutional factors and the content.</p> <p>Candidates exemplify and discuss each institutional factor with developed references to media content.</p>	<p>Candidates decode at least one relevant institutional factor in detail. They may deal with one factor in detail, or more than one in some detail.</p> <p>Candidates make comment(s) on the relationship between institutional factor(s) and the content.</p> <p>Candidates exemplify and discuss each institutional factor with developed references to media content.</p>	<p>Candidates decode at least one relevant institutional factor in some detail. They may deal with one factor in some detail, or more than one in lesser detail.</p> <p>Candidates make a link between institutional factor(s) and the content.</p> <p>Candidates exemplify each institutional factor with relevant references to media content.</p>	<p>Candidates explain at least one possible institutional factor.</p> <p>Candidates exemplify the explanation with one or more relevant references to media content.</p>	<p>Candidates identify at least one possible institutional factor.</p> <p>Candidates give one or more relevant examples from media content.</p>	<p>Candidates give no information relevant to the question.</p>

1. (b) Candidates are expected to:

- demonstrate knowledge and understanding of relevant concepts from categories and/or language and/or narrative
- give specific and valid exemplification of the chosen key aspect(s) from at least one example of media content
- make points which analyse the ways in which institutional factors have influenced the chosen key aspect(s).

Candidates can focus on one key aspect from categories, language or narrative or select from across these.

If candidates choose categories, relevant concepts include genre, purpose, tone and style.

If candidates choose language, relevant concepts include technical codes, cultural codes and anchorage.

If candidates choose narrative, relevant concepts include structures, codes and conventions.

10-9	8-7	6-5	4-3	2-1	0
<p>Candidates decode categories and/or language and/or narrative in detail using at least two relevant concepts from within or across these key aspects.</p> <p>Candidates make insightful comment(s) on the relationship between the selected key aspect(s) and institutional factors.</p> <p>Candidates exemplify and discuss each concept with developed references to media content.</p>	<p>Candidates decode categories and/or language and/or narrative in detail using at least one relevant concept from within or across these key aspects. They may use one concept in detail, or more than one in some detail.</p> <p>Candidates make comment(s) on the relationship between the selected key aspect(s) and institutional factors.</p> <p>Candidates exemplify and discuss each concept with developed references to media content.</p>	<p>Candidates decode categories and/or language and/or narrative in some detail using at least one relevant concept from within or across these key aspects. They may use one concept in some detail, or more than one in lesser detail.</p> <p>Candidates make a link between at least one key aspect and institutional factors.</p> <p>Candidates exemplify each concept with relevant references to media content.</p>	<p>Candidates explain categories and/or language and/or narrative in terms of a relevant concept from within or across these key aspects.</p> <p>OR</p> <p>Candidates make a link between at least one key aspect and institutional factors.</p> <p>Candidates exemplify the explanation or link with one or more relevant references to media content.</p>	<p>Candidates identify a relevant concept from categories and/or language and/or narrative.</p> <p>Candidates give one or more relevant examples from media content.</p>	<p>Candidates give no information relevant to the question.</p>

2. (a) Candidates are expected to:

- demonstrate knowledge and understanding of relevant representations (representations, selection and portrayal, ideological discourses)
- give specific and valid exemplification of the referenced representations from at least one example of media content
- make points which analyse the use of representations in the referenced media content.

10-9	8-7	6-5	4-3	2-1	0
<p>Candidates decode representations in detail using at least two relevant concepts.</p> <p>Candidates make insightful comment(s) on the relationship between the use of representations and the content.</p> <p>Candidates exemplify and discuss each concept with developed references to media content.</p>	<p>Candidates decode representations in detail using at least one relevant concept. They may use one concept in detail, or more than one in some detail.</p> <p>Candidates make comment(s) on the relationship between the use of representations and the content.</p> <p>Candidates exemplify and discuss each concept with developed references to media content.</p>	<p>Candidates decode representations in some detail using at least one relevant concept. They may use one concept in some detail, or more than one in lesser detail.</p> <p>Candidates make a link between the use of representations and the content.</p> <p>Candidates exemplify each concept with relevant references to media content.</p>	<p>Candidates explain how at least one representation has been used.</p> <p>Candidates exemplify the explanation with one or more relevant references to media content.</p>	<p>Candidates identify a relevant use of representations.</p> <p>Candidates give one or more relevant examples from media content.</p>	<p>Candidates give no information relevant to the question.</p>

2. (b) Candidates are expected to:

- make points which analyse the relationship between the society and/or audience factors and representations
- demonstrate knowledge and understanding of appropriate society and/or audience factor(s)
- give specific and valid exemplification of the referenced society and/or audience factors from at least one example of media content.

Candidates can focus on factors from just society or audience contexts, or from both.

If candidates choose society, relevant concepts include contexts and/or ideas relevant to the time and/or place of production and/or setting of the referenced content.

If candidates choose audience, relevant concepts include target audience, preferred reading, differential decoding, consumption.

10-9	8-7	6-5	4-3	2-1	0
<p>Candidates decode society and/or audience factor(s) in relation to representations, using at least two relevant concepts in detail.</p> <p>Candidates make insightful comment(s) on the relationship between representations and society and/or audience factor(s).</p> <p>Candidates exemplify and discuss their comments with developed references to media content.</p>	<p>Candidates decode society and/or audience factor(s) in relation to representations. They may use one relevant concept in detail, or more than one in some detail.</p> <p>Candidates make comment(s) on the relationship between representations and society and/or audience factor(s).</p> <p>Candidates exemplify and discuss their comments with developed references to media content.</p>	<p>Candidates decode society and/or audience factor(s) in relation to representations. They may use one relevant concept in some detail, or more than one concept in lesser detail.</p> <p>Candidates make a link between representations and at least one society and/or audience factor(s).</p> <p>Candidates exemplify each link with relevant references to media content.</p>	<p>Candidates make a link between representations and at least one society and/or audience factor.</p> <p>OR</p> <p>Candidates explain at least one society and/or audience factor.</p> <p>Candidates exemplify the link or explanation with one or more relevant references to media content.</p>	<p>Candidates identify at least one society or audience factor.</p> <p>Candidates give one or more relevant examples from media content.</p>	<p>Candidates give no information relevant to the question.</p>

3. Candidates are expected to:

- demonstrate knowledge and understanding of relevant key aspects of media literacy
- give specific and valid exemplification to support analysis of the referenced key aspects from the chosen pair of texts
- make points which analyse the similarities and/or differences between the texts.

10-9	8-7	6-5	4-3	2-1	0
<p>Candidates make at least five developed points of analysis.</p> <p>Candidates make developed comment on the similarities and/or differences between the texts.</p> <p>Candidates analyse at least two key aspects.</p>	<p>Candidates make at least four developed points of analysis or they may make more points of analysis in some detail.</p> <p>Candidates make comment on the similarities and/or differences between the texts.</p> <p>Candidates analyse at least two key aspects.</p>	<p>Candidates make at least three developed points of analysis or they may make more points of analysis in lesser detail.</p> <p>Candidates make some links between the texts.</p> <p>If candidates analyse only one key aspect, award a maximum of 6 marks.</p>	<p>Candidates give an explanation of how key aspects have been used in the media text(s).</p> <p>Candidates exemplify the explanation with some relevant references to the text(s).</p> <p>If candidates make no link between the texts, or if they only analyse one text, award a maximum of 4 marks.</p>	<p>Candidates identify how key aspects have been used in the media text(s).</p> <p>Candidates make some relevant references to the text(s).</p>	<p>Candidates give no information about how key aspects have been used in the media texts.</p>

[END OF MARKING INSTRUCTIONS]



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The role of media

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General marking principles for Higher Media: The role of media

Always apply these general principles. Use them in conjunction with the detailed marking instructions, which identify the key features required in candidates' responses.

- (a) Always use positive marking. This means candidates accumulate marks for the demonstration of relevant skills, knowledge and understanding; marks are not deducted for errors or omissions.
- (b) If a 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.
- (c) Candidates have the option to refer to one or more than one media text in their response to the question.
- (d) Candidates can refer 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.
- (e) The roles of media are broad concepts. Where candidates are given the choice of roles to use in their answer, accept the use of any appropriate model, theory or approach if it is relevant to the content and question, and corresponds to the following:

Role of media

Meeting needs – entertain, educate, inform

Influencing attitudes and behaviours – intentional, unintentional

Meeting particular purposes – profit, promotion, public service.

- (f) Award marks only where points relate to the question asked.
- (g) For **discuss** questions, candidates must communicate ideas and information on a subject, and offer opinions, arguments or conclusions backed up with evidence. Candidates are given a question stem and bullet point instructions which they must address in their response.

Candidates must make points that communicate ideas and information on the role(s) 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. Candidates must also exemplify or develop points made with reference to media content.

Where candidates make a number of points, 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.

Award marks for discussion and references to media content. For each of these areas award up to a **maximum of 10 marks** as follows. 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, award the lowest mark from the range
- where the response almost matches the band above, award the highest mark from the range
- where the response fully meets all the standards described in the top band descriptor, award the highest mark from the range.

Add together marks for both discussion and references to media content to give a total out of **20 marks**.

Discussion					
10-9	8-7	6-5	4-3	2-1	0
<p>Candidates give several relevant points of discussion which debate different sides of the referenced role(s) of media, offer critical comment or develop at least one clear line of argument/opinion.</p> <p>They support the discussion with developed points of information on the role(s) of media which relate to at least two perspectives relevant to the question.</p> <p>Candidates give at least one conclusion with supporting reason(s).</p>	<p>Candidates give at least two relevant points of discussion which debate different sides of the referenced role(s) of media, offer critical comment or develop at least one clear line of argument/opinion.</p> <p>They support the discussion with detailed points of information on the role(s) of media which relate to at least two perspectives relevant to the question.</p> <p>Candidates give at least one conclusion with supporting reason(s).</p>	<p>Candidates give at least one relevant point of discussion which debates different sides of the referenced role(s) of media, offers critical comment or develops at least one clear line of argument/opinion.</p> <p>They support the discussion with points of information on the role(s) of media which relate to at least one of the perspectives relevant to the question.</p> <p>Candidates give at least one concluding statement.</p>	<p>Candidates give at least one point of argument, opinion or conclusion on the referenced role(s) of media.</p> <p>They support this with points of information on the role(s) of media which relate to at least one of the perspectives relevant to the question.</p>	<p>Candidates give at least one point of argument, opinion or conclusion on the referenced role(s) of media.</p> <p>OR</p> <p>Candidates give at least one point of information on the role(s) of media which relates to one of the perspectives relevant to the question.</p>	<p>Candidates give no information on the role of media relevant to the question.</p>
References to media content					
10-9	8-7	6-5	4-3	2-1	0
<p>Candidates give several specific and detailed references to media content which can include general or close textual exemplification.</p> <p>Candidates give references which develop or exemplify points made. They comment on most of the references and these comments relate the content logically to their discussion.</p> <p>Candidates give some insightful comments.</p>	<p>Candidates give several specific and detailed references to media content which can include general or close textual exemplification.</p> <p>Candidates give references which develop or exemplify points made. They comment on some of the references and these comments relate the content logically to their discussion.</p>	<p>Candidates give several specific and detailed references to media content which can include general or close textual exemplification.</p> <p>The references develop or exemplify points made.</p>	<p>Candidates give some references to media content which exemplify points made.</p>	<p>Candidates give vague and sparse references to media content.</p>	<p>Candidates give no references to media content relevant to the discussion of the role of media.</p>
<p>Marks for discussion and references to media content must be added together to give a total out of 20 marks.</p>					

[END OF MARKING INSTRUCTIONS]