



National
Qualifications
2024

2024 Media

Analysis of Media Content

Higher

Question Paper 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 the questions in section 1.
- (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 – medium/form specific structures, codes, conventions

Representation – selection and portrayal, stereotypes, non-stereotypes, cultural assumptions, ideological discourses.

Context-based key aspect analysis

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

Institution – internal factors, external factors

Society – time, place (for example facts, ideas, history, events, politics, economics, technology or any other factors relevant to the society in which particular examples of media content were made and/or set).

- (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) Give detailed information about society factors and analyse how they have influenced the media content.

Candidates are expected to:

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

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

(b) Analyse how categories and/or narrative and/or representations have been influenced by society factors.

Candidates are expected to:

- demonstrate knowledge and understanding of relevant concepts from categories and/or narrative and/or representations
- 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 society factors might have influenced the chosen key aspect(s).

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

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

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

If candidates choose representation, relevant concepts include: representations, selection and portrayal, and ideological discourses.

10-9	8-7	6-5	4-3	2-1	0
<p>Candidates decode categories and/or narrative and/or representations in detail using at least two relevant concepts from within or across these key aspects.</p> <p>Candidates make developed comment(s) on the relationship between the selected key aspect(s) and society factors.</p> <p>Candidates exemplify and discuss each concept with developed references to media content.</p>	<p>Candidates decode categories and/or narrative and/or representations 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 society factors.</p> <p>Candidates exemplify and discuss each concept with developed references to media content.</p>	<p>Candidates decode categories and/or narrative and/or representations 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 to society factors.</p> <p>Candidates exemplify each concept with relevant references to media content.</p>	<p>Candidates explain categories and/or narrative and/or representations 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 society 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 narrative and/or 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(a) Analyse the use of language codes in the media content.

Candidates are expected to:

- demonstrate knowledge and understanding of relevant language codes from technical codes, cultural codes, and anchorage.
- give specific and valid exemplification of the referenced language from at least one example of media content
- make points which analyse the use of language in the referenced media content.

10-9	8-7	6-5	4-3	2-1	0
<p>Candidates decode language in detail using at least two relevant concepts.</p> <p>Candidates make developed comment(s) on the relationship between the use of language and the referenced content.</p> <p>Candidates exemplify and discuss each concept with developed references to media content.</p>	<p>Candidates decode language 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 language and the referenced content.</p> <p>Candidates exemplify and discuss each concept with developed references to media content.</p>	<p>Candidates decode language 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 language and the referenced content.</p> <p>Candidates exemplify each concept with relevant references to media content.</p>	<p>Candidates explain language using at least one relevant concept.</p> <p>Candidates exemplify the explanation with one or more relevant references to media content.</p>	<p>Candidates identify a relevant use of language.</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) Analyse institutional and/or audience factors in relation to the use of language codes.

Candidates are expected to:

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

Candidates can focus on institutional factors or audience factors, or both.

If candidates choose institutions, relevant concepts include: internal controls and/or constraints and/or external controls and/or constraints as appropriate to the referenced content.

If candidates choose audience, relevant concepts include: target audience, preferred readings, differential decodings and/or consumption as appropriate to the media content

10-9	8-7	6-5	4-3	2-1	0
<p>Candidates decode institutional and/or audience factor(s) in detail using at least two relevant concepts.</p> <p>Candidates make developed comment(s) on the relationship between the institutional and/or audience factor(s) and the use of language.</p> <p>Candidates exemplify and discuss each institutional and/or audience factor with developed references to media content.</p>	<p>Candidates decode institutional and/or audience factor(s) 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 institutional and/or audience factor(s) and the use of language.</p> <p>Candidates exemplify and discuss each institutional and/or audience factor with developed references to media content.</p>	<p>Candidates decode institutional and/or audience factor(s) in some detail using one relevant concept. They may use one concept in some detail, or more than one concept in lesser detail.</p> <p>Candidates make a link between the institutional and/or audience factor(s) and the use of language in the referenced content.</p> <p>Candidates exemplify each institutional and/or audience factor with relevant references to media content.</p>	<p>Candidates explain at least one institutional and/or audience factor.</p> <p>OR</p> <p>Candidates make a link between the institutional and/or audience factor(s) and the use of language in the referenced content.</p> <p>Candidates exemplify the explanation or link with one or more relevant references to media content.</p>	<p>Candidates identify at least one institutional and/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. Analyse in detail how relevant key aspects of media literacy have been used in similar and/or different ways in your chosen pair of media texts. You must make reference to both texts.

Candidates are expected to:

- demonstrate knowledge and understanding of appropriate 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 three developed points of analysis or they may make more points of analysis in some detail.</p> <p>Candidates 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 two 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]