

C210/SQP243

Media Studies
Intermediate 2

NATIONAL
QUALIFICATIONS

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Course Assessment Specification

Media Studies Intermediate 2

The purpose of this document is to provide:

- ◆ details of the structure of the Question Paper in this Course
- ◆ details of the structure of the Unseen Analysis that contributes to this Course
- ◆ guidance to centres on how to use information gathered from the Question Paper and the Unseen Analysis in this Course to estimate candidate performance

Part 1

This part of the Course Assessment Specification details the structure of the Question Paper in this Course.

The Question Paper

- ◆ examines Knowledge and Understanding covering the Course content
- ◆ consists of two sections, 1 and 2
- ◆ has a mark allocation of 80 marks and a time allocation of 1 hour 30 minutes

Section 1 – Total marks 40

Questions in this section of the paper will

- ◆ assess the candidate's ability to analyse media texts
- ◆ cover both fiction and non-fiction
- ◆ assess the ability to explain the key aspects, focusing on Narrative, Representation, Audience and Institution

Candidates will:

- ◆ be expected to refer to media text(s) with which they are familiar
- ◆ answer 1 question from a choice of four

Section 2 – Total marks 40

Questions in this section of the paper will:

- ◆ require candidates to analyse their own production or a potential production based on the question rubric.
- ◆ allow candidates to refer to a range of media
- ◆ include types which are reflective, creative or knowledge based.

It is crucial however that this does not become an additional analytical question. Candidates must be directed to concentrate on the construction aspects of a production. It should not allow for regurgitation of the evaluation.

Candidates will answer one question from a choice of three.

Part 2

This part of the Course Assessment Specification details the structure of the Unseen Analysis in this Course.

The Unseen Analysis has a mark allocation of 20 marks and lasts for one hour.

- ◆ The Unseen Analysis requires candidates to demonstrate the extent to which they have assimilated critical explanation of the text-based key aspects. Candidates should apply the key aspects to a text that they have not seen or heard before. This differs from the Question Paper which requires critical explanation of previously studied texts. The ability to explain an unseen text is part of the added value of the Course as a whole.
- ◆ At Intermediate 2 candidates will be advised of the most appropriate key aspects to cover through the rubric of the question.
- ◆ Candidates will be required to demonstrate the analytical skills from Performance Criterion (a) of either of the Analysis Units.
- ◆ The explanation must focus on Categories and Language, however, reference could be made to Narrative and Representations when appropriate.
- ◆ To achieve a pass the unseen must explain Categories and Language in detail.
- ◆ Candidates will apply these skills to a media text or extract in a medium and genre which has been studied in one of the Units; this unseen text, which may be fiction or non-fiction, will not be drawn from the same title as that previously studied.
- ◆ Centres will conduct the assessment to specifications provided by the Scottish Qualifications Authority and the completed folio will be submitted for external assessment.
- ◆ Access to the text should be allowed for the duration of the assessment.

Part 3

This part of the Course Assessment Specification provides guidance on how to use assessment information gathered from the Question Paper and the Unseen Analysis to estimate candidate performance.

The Course assessment is based on two components. The mark range for each component takes account of the weighting of each component.

Component	Mark Range
Question Paper	0 – 80
Unseen Analysis	0 – 20
Total Marks	0 – 100

In National Qualifications cut-off scores should be set at approximately 70% for Grade A and 50% for Grade C with grade B falling midway. These cut-off scores may be lowered if either or both components turn out to be more demanding or raised if less demanding.

Grade	Band	Mark Range
A	1	85 – 100
A	2	70 – 84
B	3	65 – 69
B	4	60 – 64
C	5	55 – 59
C	6	50 – 54
D	7	40 – 49
NA	8	35 – 39
NA	9	0 – 35

Worked example

- ◆ In a centre's own prelim, a candidate scores 52/80 and 9/20, giving a total mark of 61/100.
- ◆ The centre's view is that their own prelim is slightly less demanding than SQA's external assessment.
- ◆ Using the mark range, a realistic estimate may be band 5 rather than band 4.

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Media Studies Time: 1 hour 30 minutes
Intermediate 2
Specimen Question Paper
for use in and after 2005

NATIONAL
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There are two Sections in this paper:

- Section 1—Media Analysis
- Section 2—Media Production

You should attempt one question from each Section.

SECTION 1—Media Analysis

Attempt only ONE question from this Section.

Your answer should be in the form of an essay or other extended response.

You should spend approximately 45 minutes on your answer

Your answer should be based on a fiction or non-fiction text you have studied.

Marks

1. Explain the **institutional factors** which helped shape a text you have studied and how these factors affect at least **two** other key aspects in the text.
In your answer you should refer to the text, institutional factors and at least two key aspects. (40)
2. Explain how one or more **representations** in a media text you know well has/have been constructed and explain why the representation(s) have been constructed in the way they were.
You should refer to representation(s) and to the text in your answer. (40)
3. Explain how, in a media text you know well, the content and style reveal its intended audience.
You should refer to audience, to the text and at least **two** other key aspects in your answer. (40)
4. Explain why, in a media text you have studied, its narrative structure is shaped as it is.
In your answer you should refer to **narrative**, to the text and at least two other key aspects. (40)

SECTION 2—Media Production

Attempt ONE question from this Section.

You should spend approximately 45 minutes on your answer.

In this Section you are required to write about your own production if you choose question 1 and about a potential production if you choose question 2 or 3.

Your knowledge of media processes and ideas is being assessed, not your drawing skills.

Marks

1. How did **at least three** of the key aspects of media studies help you plan your media production? (40)
2. The Scottish Executive wants more people to vote at the next Scottish Parliament election. They have decided to launch an advertising campaign to encourage people to vote.

In a medium you know well, plan an advertisement for that campaign, remembering that it must encourage people to vote, but must not promote any political party.

Be sure to take account of the following.

- Target audience
- Choice of medium
- Content and style
- Appropriate technical and cultural codes

Remember to justify your decisions from a production viewpoint. (40)

SECTION 2—Media Production (continued)

3. Show how you would construct the following in a medium you know well.

Near the isolated Highland village of Glendrummond, over a period of three nights, numerous sightings have been reported of mysterious objects in the night sky. Indeed, several observers claim to have captured the events on amateur video. The nearby naval base has been besieged by newspaper reporters hoping to find out the truth behind the mystery. Two navy pilots are alleged to have experienced sightings, but declined to comment. In a statement today, the Ministry of Defence declared that the whole affair is either a “figment of the overheated imaginings of local schoolchildren” or, more cynically, “a tale invented by the local hoteliers hoping to increase tourist trade in the area”.

Ensure that you include the following.

- Target audience
- Choice of medium
- All technical and cultural codes
- Associated problems and solutions

Remember to justify all your decisions from a production viewpoint.

(40)

[END OF QUESTION PAPER]

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Media Studies
Intermediate 2
Specimen Marking Instructions
for use in and after 2005

NATIONAL
QUALIFICATIONS

SECTION ONE—MEDIA ANALYSIS

Answers must explain the indicated aspects of a chosen fiction or non-fiction media text, explaining the contribution made by key aspects appropriate to the text, and referring to the text in some detail. Check first that basic requirements of the question have been met. If an answer does not do so, award a mark of 0–19. Where an answer exceeds the basic requirements place at the point of the Extended Mark Scale you consider most apt.

- 1** *Explain the institutional factors which helped shape a text you have studied and how these factors affect at least **two** other key aspects in the text. In your answer you should refer to the text, institutional factors and at least two key aspects.* **(40)**

To pass, an answer must deal with institutional factors appropriate to the chosen text and explain how they, and at least two other key aspects, shaped the text.

- 2** *Explain how one or more representations in a media text you know well has/have been constructed and explain why the representation(s) have been constructed in the way they were. You should refer to representation(s) and to the text in your answer.* **(40)**

To pass, an answer must deal with explaining the construction of a suitable representation and explaining the reasons for that construction. An answer need not deal with more than one representation.

- 3** *Explain how, in a media text you know well, the content and style reveal its intended audience. You should refer to audience, to the text and at least **two** other key aspects in your answer.* **(40)**

To pass, an answer must deal with audience and how two aspects (relating to style and content) help reveal it.

- 4** *Explain why, in a media text you have studied, its narrative structure is shaped as it is. In your answer you should refer to narrative, to the text and at least two other key aspects.* **(40)**

To pass, an answer must explain the shaping of narrative and at least two appropriate aspects. The answer must also refer to the text appropriately.

MEDIA ANALYSIS—EXTENDED MARKS SCALE

Marks 0–19	Marks 20–26	Marks 27–34	Marks 35–40
<p>Performance at this level is characterised by any one of the following:</p> <ul style="list-style-type: none"> • one or more omissions from the range • absence of explanation in terms of key aspects (Narrative, Representation, Audience, Institution) as required by the question • failure to respond to the question • thinness of content 	<p>Narrative Explanation of narrative structure and conventions is clear, valid and adequately explained by reference to the text(s).</p> <p>Representation Explanation of representation is clear, valid and adequately explained in terms of selection, portrayal and perceived cultural assumptions of a target audience.</p> <p>Audience Explanation of audience is clear, valid and adequately explained in terms of target audience.</p>	<p>Narrative Clear and valid explanation of narrative structure and conventions is provided in detail. The explanation integrates another key aspect of the text(s) and is reasonably well explained by reference to the text(s).</p> <p>Representation Clear and valid explanation of representation shows in some detail how it is related to the perceived cultural assumptions of a target audience. The explanation integrates another key aspect of the text(s) and is reasonably well explained by reference to the text(s).</p> <p>Audience Explanation of audience is clear, valid and covers in some detail the target audience and different audience reactions. The explanation integrates another key aspect of the text.</p>	<p>Narrative Clear and valid explanation of narrative structure and conventions is provided in detail. The explanation integrates other key aspects of the text(s) and is convincingly explained by reference to the text(s).</p> <p>Representation Clear and valid explanation of representation shows in detail how it is related to selection, portrayal and perceived cultural assumptions of a target audience. The explanation integrates other key aspects of the text(s) and is convincingly explained by reference to the text(s).</p> <p>Audience Explanation of audience is clear and valid, and is convincingly explained in terms of target audience and different audience reactions. The explanation integrates other key aspects.</p>

MEDIA ANALYSIS—EXTENDED MARKS SCALE (CONTINUED)

	<p>Institution Ownership and external controls are accurately described and their effects on the text(s) are explained validly.</p>	<p>Institution Ownership and external controls are accurately described, and their effects on the texts are explained in some detail. The explanation integrates another key aspect of the text.</p>	<p>Institution Ownership and external controls are accurately described and their effects on the texts are explained in detail. The explanation integrates other key aspects.</p>
	<p>Categories Clear and valid description of at least one appropriate category is explained with reference to text(s) and its institutional and audience context.</p>	<p>Categories Clear and valid description of two or more appropriate categories is treated in limited detail, and is adequately explained by reference to the text(s) and the institutional and audience context. The explanation integrates other key aspects of the text(s).</p>	<p>Categories Clear and valid description of two or more fully appropriate categories is treated in detail, and is convincingly explained by reference to the text(s) and the institutional and audience context. The explanation integrates other key aspects of the text(s).</p>
	<p>Language Explanation of denotation, connotation and anchorage is clear, valid and adequately explained by reference to the text(s).</p>	<p>Language Clear and valid explanation of language shows in some detail how overall meaning of the text(s) is created. The explanation integrates another key aspect of the text(s) and is reasonably well explained by reference to the text(s).</p>	<p>Language Clear and valid explanation of language shows in detail how overall meaning of the text(s) is created. The explanation integrates other key aspects of the text(s) and is convincingly explained by reference to the text(s).</p>

Technology—This key aspect should be incorporated into the analysis when appropriate.

SECTION TWO—MEDIA PRODUCTION**Attempt ONE question from this section**

You should spend approximately 45 minutes on your answer. In this section, you are required to write about your own production if you choose question 1 and about a potential production if you choose question 2 or 3. Your knowledge of media processes and ideas is being assessed, not your drawing skills.

The instructions below apply to all answers:

- use the full range of marks 0–40
- mark positively—credit should be given for a genuine attempt to answer the question
- mark on content, not presentation—knowledge of Media Studies is being assessed
- give credit for the application of production knowledge and skills
- where the response does not fit the question, mark only what is relevant

In order to achieve a pass, the candidate must:

- answer all parts of the question
- respond in a format appropriate to the question
- demonstrate understanding of the key aspects of Media Studies
- respond from a production viewpoint
- demonstrate knowledge and understanding of production processes

- 1** *How did **at least three** of the key aspects of media studies help you to plan your media production?* **(40)**

To pass, an answer must explain how three or more of the key aspects of media studies informed the production the candidate helped with. It must not evaluate the production.

Answers which do not meet this minimum expectation should be awarded from 0–19 marks. Answers which surpass the minimum expectation should be assessed using the Extended Marks Scale.

- 2 *The Scottish Executive wants more people to vote at the next Scottish Parliament election. They have decided to launch an advertising campaign to encourage people to vote.*

In a medium you know well, plan an advertisement for that campaign, remembering that it must encourage people to vote, but must not promote any political party.

Be sure to take account of the following:

- *Target audience*
- *Choice of medium*
- *Content and style*
- *Appropriate technical and cultural codes*

Remember to justify your decisions from a production viewpoint.

(40)

To pass, an answer should plan an advertisement appropriate to the above brief. It should address all the bullet points. An answer which does not do so should be awarded 0–19 according to content and when minimum content is surpassed, the Extended Marks Scale should be used to locate the appropriate mark.

- 3 *Show how you would construct the following in a medium you know well.*

Near the isolated Highland village of Glendrummond, over a period of three nights, numerous sightings have been reported of mysterious objects in the night sky. Indeed, several observers claim to have captured the events on amateur video. The nearby naval base has been besieged by newspaper reporters hoping to find out the truth behind the mystery. Two navy pilots are alleged to have experienced sightings but declined to comment. In a statement today, the Ministry of Defence declared that the whole affair is either a “figment of the overheated imaginings of local schoolchildren” or, more cynically, “a tale invented by the local hoteliers hoping to increase tourist trade in the area”.

Ensure that you include the following:

- *Target audience*
- *Choice of medium*
- *All technical and cultural codes*
- *Associated problems and solutions*

Remember to justify all your decision from a production viewpoint.

(40)

To pass an answer must construct some treatment based on the given scenario. It should address all the bullet points. An answer which does not do so should be awarded 0–19 according to content and when minimum content is surpassed, the Extended Marks Scale should be used to locate the appropriate mark.

MEDIA PRODUCTION—EXTENDED MARKS SCALE

<p>0–19</p> <p>Performance at this level is characterised by one or more of the following</p> <ul style="list-style-type: none"> • description rather than explanation • thinness of content • reference to fewer than the specified number of key aspects in the question • unconvincing ideas about production 	<p>20–26</p> <p>The answer refers to the production process and the specified number (or more) of the required aspects</p> <p>AND</p> <p>adequately explains their relationship.</p> <p>The specified key aspects do not need to be evenly treated at this level and answers could appear unbalanced.</p> <p>Production decisions are linked to specified aspects.</p> <p>Choices and/or problems are adequately explained.</p>	<p>27–34</p> <p>The answer refers to the production process and key aspects in some detail</p> <p>AND</p> <p>clearly explains their relationship.</p> <p>The key aspects are treated as appropriate to the question.</p> <p>Answers appear balanced.</p> <p>Production decisions are clearly linked to specified aspects of the question.</p> <p>Choices/problems are clearly explained.</p>	<p>35–40</p> <p>The answer refers extensively to the production process and specified key aspects in detail</p> <p>AND</p> <p>fully explains their relationship.</p> <p>The key aspects are appropriately ordered and treated.</p> <p>Production decisions are convincingly linked to specified key aspects, problems and solutions.</p> <p>Choices/problems are fully investigated and explained.</p>
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[END OF SPECIMEN MARKING INSTRUCTIONS]

MEDIA STUDIES INTERMEDIATE 2 – UNSEEN ANALYSIS

The question paper should focus on Categories and Language however reference could be made to other key aspects when appropriate. To achieve a pass the Unseen Analysis must explain Categories and Language in detail.

Instrument of assessment

The instrument of assessment is the response to a range of questions on an Unseen Analysis internally selected and externally assessed/marked.

Evidence can be hand-written, word-processed, scribed and/or oral form. Oral evidence should be recorded on audio or videotape.

Candidates will undertake the analysis of the text in controlled conditions.

The time allocated for the task will be 1 hour. Access to the text should be allowed for the duration of the assessment.

- The text itself must be unseen, but should be from a medium and genre familiar to the candidate.
- The text should not be taken from a previously studied title.
- For a time-based medium the text should last no longer than 4 minutes; for a page-based medium, one page of a newspaper should be sufficient but in some cases it may be considered necessary to analyse more eg. front page, inside page and back page.

Teaching and Learning

Much of the teaching and learning for Unseen Analysis will be done in the early stages of the course when all the key aspects are taught.

Guidance on approaches to Assessment

GENERAL ADVICE

- It is advisable to select the type of unseen text to be used early in the course, this allows for study in a similar medium/genre/form throughout the year. The example given below would follow the study of film and advertising.
- If the Unseen Analysis is an extract from Coronation Street the text studied in the fiction unit should be a different title eg. Eastenders.
- The text should include cultural codes likely to be familiar and appropriate to the candidates. (Candidates should not be disadvantaged because of their different ideology/background)
- Candidates benefit from written vocabulary tests on media language from early in the course e.g. connotation, denotation, signs, anchorage, polysemy, mise-en-scene, use of fonts, camera angles, types of lighting, types of focus, use of colour etc. At this level it is not necessary to use analytical terms e.g. polysemy, but they should show understanding of the idea that a sign or text can be decoded in different ways. **At all levels technical terms should be used accurately. (Media specific terminology can be found in the support notes in the Arrangements and the glossaries in the Production NAB)**
- Learning media language can be very dry but is the basis of deconstructing in analysis and constructing in production. It is one of the most important aspects of a media course. To make it enjoyable language should be taught through practical work e.g. creating a shot, camera angle, font, caption.
- Simple exercises:
 - Create a film poster or advert in groups using blank sheets of paper, old magazines, coloured pens and glue. The other groups should then deconstruct the item from the audience perspective, then the production group should justify from a construction point of view.
 - Quiz in groups/pairs based on a collection of print media e.g. adverts (public service, product or company), newspaper and magazine articles, front pages, mouse mats, DVD covers etc.
 - Quiz based on film posters stuck on walls (a source for these is your local video shop). Candidates can identify and label signs and codes.
- Time spent on language is invaluable. Always link the use of language to other key aspects e.g. in the example given below link why a certain icon (actor) is used to reinforce representation and attract audience in order to make profit for the institution.
- Build a bank of words (signs and codes) commonly used **with justification** of choice e.g. soft focus / romance, sans serif / modernity, sepia / from the past.

Exemplar content

Because of the diversity of media used for Unseen Analysis it is impossible to do a general format. Below is an example of preparation to deconstruct a film trailer (a war based love story with comic elements).

CATEGORIES

MEDIUM	Film – Advert – [Target audience (with justification) – Certification – Institution (quality, art house, genre etc.)]
PURPOSE	Inform (genre, stars) – persuade – profit
GENRE	Genre attracts target audience – give examples of codes representing war/love/comedy – explain in each case the target audience – hybrid genre increases appeal – more profit
FORM	Trailer – (advert to inform and attract audience)
STONE	Romantic – serious (war) – comic – give examples of all three – give examples of the various audiences they attract
OTHERS	Stars – sexy male (attract female audience) – macho male (attract male audience) – well known director (known for genre/quality) – actor (known for comedy) – intertextuality

LANGUAGE

DESCRIBE Conventions/Signs	BREAKDOWN Cultural/Technical Codes	EXPLAIN MEANING (DECODE)	REASON FOR INCLUSION	DIFFERENT INTERPRETATIONS	NARROWING DOWN INTERPRETATION
<p>Conventions – standard ways in which signs and codes are used in different genre.</p> <p>Signs – Words, objects, images & sounds which communicate meaning</p>	<p>C.C. – signs whose meaning is shared by members of a culture</p> <p>e.g. dress/costume, gesture, mise-en-scene, iconography, intertextual reference.</p> <p>T.C. – specific to media</p>	<p>Denotation – the description of a sign.</p> <p>Connotation – the meaning associated with the sign.</p>	<p>Motivation</p> <p>To aid understanding, to tell the story, for realism, to conform to style, for connotations, for intertextual reference, to promote preferred reading (what the maker wants the audience to think)</p>	<p>Polysemy</p> <p>The idea that a sign can have several meanings at one time</p> <p>e.g. by the reader decoding the same sign using different codes. A building on fire could mean arson, accident or natural disaster.</p>	<p>Anchorage</p> <p>A way of 'tying down' meaning. Without anchorage meaning could be polysemic, open to various interpretations.</p> <p>e.g. music can anchor mood in a film, a caption anchors meaning to a picture.</p>
<p>Describe in detail the trailer sequence in terms of conventions, signs and codes.</p> <p>Deconstruct these in terms of the following</p>	<p>C.C. – Man in uniform sweat on brow, background desert, woman in flowery dress in country. Famous comedy actor as country bumpkin.</p> <p>T.C. – Soft focus on woman, pastel colours, man high key lighting, country bumpkin canted angle. Character formatting – font, size, colour etc</p> <p>Cutting rate. Sound. Split screen.</p>	<p>Gun, uniform – symbolic of war. Sweat – index sign of effort, danger, heat. Flowers, country – fresh, pure. Soft focus – romance. Facial expressions – love. Icons – actors – intertextual reference. Director – intertextual reference. Explain choice of titles – type, colour, information. Pace of editing – excitement etc. Sound – suspense etc.</p>	<p>To create an enigma – Will their love survive? To make the potential audience want to know the answer. To set period, attract older audience. Assumptions can be made if justified, pretty girl, low cut dress = sexual intrigue (check certificate). War = gruesome (certificate?) Conform to genre. Certain actors/directors attract specific audiences.</p>	<p>Macho man with gun – could be good/ evil/ boyfriend/ husband / brother/ enemy/ any nationality/ any sexuality.</p> <p>The film could have any genre/ plot/ quality /target audience.</p>	<p>Uniform anchors nationality which in turn anchors the readers assumption based on cultural background whether he is good or bad.</p> <p>Body language /music/ split screen anchor relationship to girl. Name of actor/star anchors type casting/sexuality.</p> <p>Type of font could anchor narrative. Voice over about academy awards anchors quality as does logo of institution. Certification anchors audience and narrative content etc.</p>

UNSEEN ANALYSIS MARKING GUIDE
GUIDELINES FOR MARKING

	Marks 0 – 9	Minimum 10 – 13	Beyond minimum 14 – 16	Well beyond minimum 17 – 20
<p>Categories</p> <ul style="list-style-type: none"> • Medium • Purpose • Genre • Tone • Other Categories • Institution & Audience • Integrate 	<p>Performance at this level characterised by one of the following</p> <ul style="list-style-type: none"> • description rather than explanation • omission of either categories or language • thinness of content • failure to answer the question(s) 	<p>Describes at least one appropriate category accurately. The category is justified with reference from the text.</p> <p>Institution & audience should be identified where possible (eg a known logo or the implication of newspaper genre)</p>	<p>Clear and valid description of two or more appropriate categories is explained in limited detail.</p> <p>Adequate justification is made by reference to the text.</p> <p>Some understanding is shown of how and why the text was created by the institution.</p> <p>Some reference is made to how categories integrate with other key aspects.</p>	<p>Two or more fully appropriate categories are described in detail.</p> <p>Convincing justification is made by reference to the text.</p> <p>Clear if limited understanding of why these categories are appropriate to the needs of the institution and target audience.</p> <p>Some understanding of how categories integrate with other key aspects.</p>
<p>Language</p> <ul style="list-style-type: none"> • Cultural/technical codes • Anchorage • Denotation/connotation • Polysemy • Integrate 		<p>Identifies accurately cultural/technical codes.</p> <p>Explains meaning through the application of denotation & connotation.</p> <p>Identifies and explains examples of anchorage.</p>	<p>Clear & valid explanation of language shows in some detail understanding how meaning is created.</p> <p>Some understanding of how to read signs by applying denotation/connotation and anchorage.</p> <p>Reasonable justification is made by reference to the text.</p> <p>Some understanding of how codes are used to engage audience.</p>	<p>Interprets the use of codes accurately and in some detail showing how meaning is created.</p> <p>Awareness of audience needs and how codes are used to satisfy those needs.</p> <p>Some understanding of polysemy.</p> <p>Some understanding how codes reinforce representations and engage audience.</p>

Exemplar questions

GENERAL ADVICE

- Questions must cover Categories and Language in detail but related questions on other key aspects allow for a range of answers.
- At this level candidates should be given the chance to select conventions, signs or codes to be explained.
- Questions should allow for a range of answers from simple explanation for a minimum pass to analysis for a well beyond minimum pass.
- Questions must be appropriate to text and candidate knowledge e.g. questions on genre in advertising could disadvantage candidates.
- When marking practice questions if a candidate's answer has not been predicted in the marking scheme but is well justified it should be accepted.
- Candidates should not be penalised because their cultural assumptions differ from those of the marker.
- The maximum mark allocated by the centre for the Unseen Analysis is 20.

Possible Questions

Describe the tone of this text, justifying with an example from the text.	2 marks
Identify one of the institutions involved in producing the text, give a purpose for the production.	2 marks
Identify two purposes of this text, justify your choices by referring to the text.	4 marks
Identify the genre of this text and describe three elements from the text that help you identify the genre	4 marks
Explain the target audience by referring to Categories	6 marks
Explain why the institution made the text, you should refer to categories and audience.	6 marks
Choose one convention and say why it is typical of the genre.	2 marks
Give an example of anchorage and why it is used.	2 marks
Name a narrative code used and explain why it has been used in the text.	2 marks
Identify a representation and explain why it/they have been used in the text.	2 marks
Pick two cultural/technical codes and explain their connotations.	4 marks
Give a detailed description of several cultural/technical codes in the text saying why they were used.	6 marks
Explain how at least two representations are reinforced using technical/cultural codes.	6 marks
TOTAL	20 marks

- **To pass the candidate must achieve the minimum requirements as laid out in the marking guidelines. ie. The questions must allow candidates to cover:**
 - **Categories – Describe at least one category justified with reference to the text, identify audience and institution where possible.**
 - **Language – Identify cultural/technical codes and explain meaning. Identify and explain anchorage.**
- **The assessment instrument should contain at least one high value question to allow for a developed response.**

Guidelines for assessment

- Give a reasonable amount to be analysed – **one** page of a newspaper (or in some cases more if it is considered one page is insufficient) or **3 minutes** of moving image. Being asked to analyse too much disadvantages many candidates.
- Familiarise candidates with the Flyleaf issued by SQA well in advance.
- Allow candidates time to read the questions before giving access to the text.
- It is advisable to allocate reading/viewing/listening time at the beginning of the hour when continual access is given to the text. In the case of non-print texts this could be achieved by a continuous running loop or unrestricted access to audio tape/videotape facilities. In this time candidates could take notes for reference during writing-up. It is an advantage to issue separate sheets of SQA paper for these notes for easy reference, if candidates run out of time the notes should be included.
- Regardless of the medium chosen, candidates should be provided with access to the text for the duration of the time available for assessment.
- It is advisable to complete the Unseen Analysis well before the exam diet.
- It should be remembered that a copy of the unseen text will have to be submitted with each pack of 10 completed candidate scripts.