

# Guidelines for Understanding Standards in Media Studies at Intermediate 2 level

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## Intermediate 2 — Media Analysis

### General Advice

- ◆ Study various forms of print to give as wide an experience of format as possible, eg adverts, film poster, comic strip.
- ◆ Candidates benefit from written vocabulary tests on media language from early in the Course, eg iconic signs, anchorage, polysemy, mise-en-scene, use of fonts, camera angles, symbolic signs, index signs, types of lighting, types of focus, use of colour.
- ◆ Build a bank of words (signs and codes) commonly used **with justification** of choice, eg soft focus/romance, sans serif/modernity, sepia/from the past.

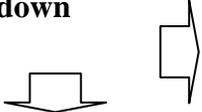
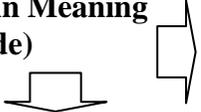
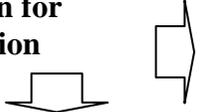
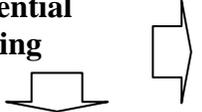
### Answering Questions — Section 1 — Part A

This covers Categories and Language answering questions on a film poster (a war-based love story with comic elements)

#### Categories

◆ <b>Medium</b>	Print — Advert (outdoor magazine; target audience (with justification); certification; institution (quality, arthouse, genre etc)
◆ <b>Purpose</b>	Inform (venue, time, genre, stars) — persuade — profit
◆ <b>Genre</b>	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 — (there should be clear understanding that this is the genre of the film <b>not</b> the poster; at this level the candidate would only be expected to explain genre as integral to a film poster).
◆ <b>Form</b>	Poster — advert to inform and attract audience.
◆ <b>Tone</b>	Romantic — serious (war) — comic — give examples of all three; give examples of the various audiences they attract.
◆ <b>Others</b>	Stars — sexy male (attract female audience) — macho male (attract male audience) — well known director (known for genre/quality) — actor (known for comedy) — intertextuality.

## Language

<b>Describe</b> 	<b>Breakdown</b> 	<b>Explain Meaning (Decode)</b> 	<b>Reason for Inclusion</b> 	<b>Differential Decoding</b> 	<b>Narrowing down Interpretation</b> 
<b>Conventions/Signs</b>	<b>Cultural/Technical Codes</b>	<b>Denotation/Connotation</b>	<b>Motivation</b>	<b>Polysemy</b>	<b>Anchorage</b>
<p>Conventions — standard ways in which signs and codes are used in different genre.</p> <p>Signs — words, objects, images and sounds which communicate meaning</p>	<p>Cultural Codes — signs whose meaning is shared by members of a culture, eg dress/costume, gesture, mise-en-scene, iconography, intertextual reference.</p> <p>Technical Code — specific to media.</p>	<p>Denotation — the description of a sign.</p> <p>Connotation — the meaning associated with the sign.</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>The idea that a sign can have several meanings at one time, eg by the reader decoding the same sign using different codes. A building on fire could mean arson, accident or natural disaster.</p>	<p>A way of ‘tying down’ meaning. Without anchorage meaning could be polysemic, open to various interpretations, eg music can anchor mood in a film, a caption anchors meaning to a picture.</p>
<p>Describe everything in the poster.</p> <p>Photo of a man and woman facing each other looking wistfully into sky each with different background (mise-en-scene), looks like photo is torn down centre. Photo bottom left of man with vacant expression and hair sticking up. Several captions, logo, certification etc.</p>	<p>Cultural Codes — man in uniform sweat on brow, background desert, woman in flowery dress in country. Famous comedy actor as country bumpkin.</p> <p>Technical Codes — soft focus on woman, pastel colours, and man high key lighting, country bumpkin canted angle. Character formatting — typeface, size, colour etc.</p>	<p>Gun, uniform — symbolic of war. Sweat — index sign of effort, danger, and heat. Flowers, country — fresh, pure. Soft focus — romance. Facial expressions — love. Icons — actors — intertextual reference. Director — intertextual reference. Tear in photo — symbolic. In depth description of text/font/colour/choice etc.</p>	<p>To create an enigma — will their love survive?</p> <p>To make the potential audiences want to know the answer.</p> <p>To set period, attract older audience. Assumptions can be made if justified, pretty girl, low cut dress = sexual intrigue (check certificate). War = gruesome (certificate?)</p>	<p>Macho man with gun — fighting, excitement, adventure.</p> <p>Good looking man with gun — sex, violence, sadness, unrequited love.</p> <p>War — history. War — past experience, youth.</p> <p>Different audiences are attracted by different elements, give examples.</p>	<p>Type of font — hand writing (love letters) Colour — red (blood spilt). Quotes from newspapers (quality). Logo — institution (quality). Certification (language, sex, violence).</p> <p>The tear in the photo (true love will not run smoothly).</p> <p>Costumes — a period of time.</p>

# Guidelines Media Analysis

## Section 1 — Part A

Categories	Minimum Requirements	Beyond minimum	Well beyond minimum
<ul style="list-style-type: none"> <li>◆ <b>Medium</b></li> <li>◆ <b>Purpose</b></li> <li>◆ <b>Form</b></li> <li>◆ <b>Genre</b></li> <li>◆ <b>Tone</b></li> <li>◆ <b>Other Categories</b></li> <li>◆ <b>Institution and Audience</b></li> <li>◆ <b>Integrate</b></li> </ul>	<p><b>Describes at least one</b> appropriate category <b>accurately</b>.</p> <p>The category is <b>justified with reference</b> from the text.</p> <p><b>Institution</b> and <b>audience</b> should be <b>identified</b> where possible (eg a known logo or the implication of newspaper genre).</p>	<p><b>Clear and valid description</b> of two or more appropriate categories is <b>explained</b> in <b>limited</b> detail.</p> <p><b>Adequate justification</b> is made by reference to the text.</p> <p><b>Some</b> understanding is shown of how and why the text was created by the institution.</p> <p><b>Some reference</b> is made to how categories integrate with other key aspects.</p>	<p><b>Two or more</b> fully appropriate categories are described in <b>detail</b>.</p> <p><b>Convincing justification</b> is made by reference to the text.</p> <p><b>Clear</b> if limited understanding of why these categories are appropriate to the needs of the institution and target audience.</p> <p><b>Some understanding</b> of how categories integrate with other key aspects.</p>
Language	Minimum Requirements	Beyond minimum	Well beyond minimum
<ul style="list-style-type: none"> <li>◆ <b>Describe cultural codes</b></li> <li>◆ <b>Describe technical codes</b></li> <li>◆ <b>Explain denotation and connotation</b></li> <li>◆ <b>Explain anchorage</b></li> <li>◆ <b>Integrate</b></li> </ul>	<p><b>Identifies</b> accurately cultural and technical codes.</p> <p><b>Explains meaning</b> through the application of denotation and connotation.</p> <p><b>Identifies and explains</b> examples of anchorage.</p>	<p><b>Clear &amp; valid</b> explanation of language shows in <b>some</b> detail understanding how meaning is created.</p> <p><b>Some understanding</b> of how to read signs by applying denotation/ connotation and anchorage.</p> <p><b>Reasonable</b> justification is made by reference to the text.</p> <p><b>Some understanding</b> of how codes are used to engage audience.</p>	<p><b>Interprets</b> the use of codes <b>accurately</b> and in <b>some detail</b> showing how meaning is created.</p> <p><b>Awareness</b> of audience needs and how codes are used to satisfy those needs.</p> <p><b>Some understanding</b> of polysemy.</p> <p><b>Some understanding</b> how codes reinforce representations and engage audience.</p>

Wherever possible **Technology** should be explained:

- ◆ What technology was used to construct the text?
- ◆ How did the audience receive the text?
- ◆ What technology was used to produce and distribute the text?

# Guidelines for an Integrated answer on Narrative, Representations, Audience and Institution

## Analysis — Section 1 — Part B

	Minimum requirements	Beyond minimum	Well beyond minimum
<p><b>Narrative</b></p> <ul style="list-style-type: none"> <li>◆ <b>Relate to Technical and Cultural codes.</b></li> <li>◆ <b>Structure/s</b></li> <li>◆ <b>Conventions</b></li> <li>◆ <b>Devices used, eg voice overs, point of view, font, colour</b></li> <li>◆ <b>Integrate</b></li> </ul>	<p><b>Explains</b> narrative code, technical and cultural, give <b>examples</b> from text and <b>some justification</b> of choice.</p> <p><b>Explains</b> overall narrative structure with <b>some</b> understanding of why they have been used to <b>engage</b> audience (eg enigmas, teasers).</p>	<p>Shows <b>some understanding</b> of narrative codes and structure <b>justifying</b> with reference to the text.</p> <p><b>Some understanding</b> is shown by <b>correct application</b> of terms (eg equilibrium/disruption, technical terminology etc.)</p> <p><b>Some understanding</b> of devices used for audience engagement. Links are made to choice of representations and narrative to attract audience in order to satisfy institution.</p>	<p>A good answer recognises the link between categories and the other key aspects. (This is not mandatory.)</p> <p><b>Some analysis</b> of technical and cultural codes (language) and their meaning when they affect narrative <b>exemplified</b> using <b>correct</b> terminology.</p> <p><b>Understanding</b> of overall narrative structures, eg disruption.</p> <p>Equilibrium, enigma, flashback etc.</p>
<p><b>Representations</b></p> <ul style="list-style-type: none"> <li>◆ <b>People</b></li> <li>◆ <b>Places</b></li> <li>◆ <b>Events/Ideas</b></li> <li>◆ <b>Stereotypes</b></li> <li>◆ <b>Cultural assumptions</b></li> <li>◆ <b>Mediation</b></li> <li>◆ <b>Integrates</b></li> </ul>	<p><b>Identifies</b> representations in text.</p> <p><b>Explains</b> representations and <b>links</b> them to <b>cultural assumptions</b>.</p> <p><b>Selection</b> and <b>portrayal</b> of representations is <b>explained</b> with <b>some justification</b>.</p>	<p><b>Explains in some detail.</b></p> <p><b>Links</b> are made in some <b>detail</b> to <b>cultural assumptions</b>.</p> <p>Reason for <b>selection</b> is <b>justified</b> in terms of <b>narrative, audience</b> and/or <b>institution</b>.</p> <p><b>Some understanding</b> is shown of <b>mediation</b></p>	<p><b>Links</b> are made between narrative and the representations used <b>appropriate</b> to genre and audience expectation.</p> <p><b>Understanding</b> into how representations relate to <b>cultural assumptions</b>.</p> <p><b>Some exemplification</b> of the effect of mediation.</p> <p>An understanding that other texts reinforce the chosen representations.</p>

<p><b>Audience</b></p> <ul style="list-style-type: none"> <li>◆ Target audience</li> <li>◆ Mode of address</li> <li>◆ Preferred reading</li> <li>◆ Differential decoding</li> <li>◆ Integrate</li> </ul>	<p><b>Recognises</b> target audience with <b>justification</b> of identification from text.</p> <p><b>Describes</b> different audience reaction to the text based on different background (eg gender, age, experience, and ethnicity).</p>	<p><b>Explains how</b> the text is created to appeal to the target audience.</p> <p><b>Some explanation</b> into mode of address, preferred readings and differential decoding.</p> <p><b>Some understanding</b> of different audience requirements and interpretation of narrative and representations, how the institution meets those needs.</p>	<p><b>Some understanding</b> into the <b>application</b> of technical and cultural codes on representations.</p> <p><b>Understanding</b> of audience with <b>explanation</b> of target audience, mode of address, preferred reading and differential decoding justified by reference to the text.</p>
<p><b>Institution</b></p> <ul style="list-style-type: none"> <li>◆ Ownership/Finance</li> <li>◆ Statutory controls</li> <li>◆ Self regulatory codes of practice</li> <li>◆ Marketing controls</li> <li>◆ Distribution</li> <li>◆ Integrate</li> </ul>	<p><b>Accurately identifies</b> ownership and controls.</p> <p><b>Describes</b> the <b>effect</b> of ownership and control on the text.</p>	<p><b>Some understanding</b> of internal and external controls.</p> <p><b>Some understanding of</b> the effect ownership and control has on audience expectation, narrative and representations.</p>	<p>Accurately <b>describes</b> internal and external controls with <b>some insight</b> into their effect on the text.</p> <p>Demonstrates understanding of how the text is <b>constructed</b> in terms of narrative and representations to engage the audience and so meet the needs of the maker.</p> <p>The response starts to <b>analyse</b> not merely describe and explain.</p> <p><b>The response answers all parts of the Question.</b></p>

Wherever possible **Technology** should be explained.

- ◆ What technology was used to construct the text?
- ◆ How did the audience receive the text?
- ◆ What technology was used to produce and distribute the text?

## General Advice

- ◆ The most important advice is to **answer all parts of the question.**
- ◆ Answer only what is asked, eg if **one** representation is asked for, give a detailed explanation of only one. Candidates often self-penalise by covering several.
- ◆ Before answering the question, it may be useful to complete a list or concept map identifying what is to be covered.
- ◆ Prepare candidates from the beginning of the Course to integrate key aspects by cross-referencing, ie make clear connections between the key aspects. When doing a Narrative assessment, mark an 'x' in the margin or indicate in brackets when they recognise a cross reference eg, X Reps. (type of character, political bias etc.), X Inst./ Aud. — (Channel 4/minority viewing etc.) *The information in the brackets is not needed in the candidate's answer; it is exemplification for the teacher.*

## Suggested Format for Answering Analysis Questions

### Opening Paragraph

- ◆ Identify the text(s) (it is helpful at this point to briefly categorise the text, establishing the candidate's understanding that the text is a construct).

### Narrative

- ◆ Structures — Classic (equilibrium/disruption etc.) — conflict — development — resolution (or non-resolution - order (chronological/ flashback) — investigation — multiple storylines
- ◆ Technical and cultural codes used that affect narrative— Exemplify from text using appropriate language (eg, cropping, soft focus-romance, swastika-evil)
- ◆ Conventions — news stories portrayed as battles with winners and losers — happy endings in films — cliff hangers in soaps — adverts solving a problem
- ◆ Devices — voice-overs — point of view — format — colour — mise-en-scene — etc.
- ◆ Audience engagement — enigmas — teasers — genre — treatment — stars — etc.
- ◆ The use of representations, ideology and myth in the narrative.
- ◆ The effect of institution on the narrative — bias, genre, finance etc.

### Representations

- ◆ Give examples of how they are conveyed by use of cultural and technical codes.
- ◆ Identify stereotypes.
- ◆ Examine cultural assumptions, eg young and beautiful equals slim. Are technical codes used to reinforce, eg cropping, costume?
- ◆ Mediation. Consider the effect of target audience, regulatory controls, sources of funding, ownership and news value on the maker's (institution) selection of what reaches the audience.
- ◆ Do other texts reinforce the representations in this text? (intertextuality)

### **Audience**

- ◆ Identify the target audience in terms of categories, intertextual references, narrative and representations.
- ◆ Mode of address — direct/indirect, individual/collective etc?
- ◆ Preferred reading — what the maker would like you to think, the bias.
- ◆ Differentials decoding — how different individuals or groups react differently to a text — consider age, gender, ethnic background, knowledge, experience etc.

### **Institution**

- ◆ Ownership. Consider the effects of media companies/products in terms of editorial controls, genre, finance etc.
- ◆ Who produced the text and why?
- ◆ Who financed the text and why? Does this have an effect on the text and why? eg market controls/sponsors invest to access the audience.
- ◆ How was the text distributed (cinema, internet, channel?) Did this have an effect on the audience?
- ◆ What statutory constraints affect the text eg, acts of Parliament, certification, and libel.
- ◆ What self-imposed controls affect the text, eg Broadcasting Complaints Commission, watershed, taste?

## Guidelines

### Section 2 — Production

	Minimum requirements	Beyond minimum	Well beyond minimum
◆ <b>The answer should be written from the point of view of the creator (director, editor etc).</b>	A pass (but not a good pass) is possible written from the <b>point of view of the audience</b> .	<b>Some</b> knowledge and understanding of production skills and procedures. The answer suggests a production that could work.	Understanding of production skills and procedures.
◆ <b>Categories. Clearly state and justify medium, target audience, content and style.</b>	<b>Identifies</b> in terms of brief and/or target audience.  In some cases inappropriate choices are acceptable if well justified.	Outlined in <b>some detail</b> in terms of brief and/or target audience.	<b>Described</b> in detail in terms of the brief and/or target audience.
◆ <b>Planning and Research.</b>	<b>Outlined</b> in terms of key tasks and personnel.	Outlined in <b>some detail</b> .	<b>Describes.</b>
◆ <b>Outline the format with justification.</b>	Even if the format <b>would not work</b> the answer could pass with <b>some</b> justification.  <b>Simple</b> format with <b>little justification</b> .	The format is <b>appropriate</b> and shows <b>some awareness</b> of <b>audience engagement</b> through <b>narrative</b> and <b>representations</b> . Awareness of house style. <b>Some</b> justification of choices.	Fairly <b>varied</b> use of techniques to engage audience.  Choices are justified.
◆ <b>Technical terms appropriate to medium and form.</b>	<b>Appropriate.</b>	Appropriate. <b>Accurate.</b>	Appropriate. Accurate. <b>Varied.</b>
◆ <b>Constraints</b>	Shows <b>some</b> awareness.	<b>Mentions</b> a constraint.	<b>Some mention of</b> constraints, eg funding, taste, resources.
◆ <b>Professional practice</b>	Shows <b>some</b> awareness.	<b>Identifies.</b>	<b>Describes.</b>

Not all bullet points will be appropriate or necessary, but a good answer will address as many as possible.

## General Advice

- ◆ Good preparation for the production question is a good post-production evaluation. It should cover all key aspects, comment on the brief and pre-production process, and **use appropriate technical terminology** and ideas for improvement, all well justified.
- ◆ Write in the first person.
- ◆ Ensure understanding of what works, ie no car chases at night down a mountain.
- ◆ Basic understanding and application of technical terms (media specific) are essential for a good pass. (**See the exemplar tables for production in the arrangements.**) Less able candidates benefit from a structured approach, eg a set opening sequence which could double as an advert, a bank of appropriate music and presenters, different fonts appropriate to genre, different colours appropriate for connotation.
- ◆ It is worthwhile taking time to do media specific terminology tests.
- ◆ Lists in the **Introduction** and **Review** can save time but remember to justify choices.

## Suggested Format for Answering Production Questions

### Introduction

- ◆ Establish the target audience. Choose medium and give justification. Choose tabloid/broadsheet, local/national, and type of website, scheduling, and position — front page, lead story, home page. Much of this information will be in the rubric but justify choices wherever possible. Describe key personnel where appropriate, eg I would report this story as an item on a TV news programme scheduled at 5.00pm, this would reach my target audience of young people coming home from school. (**See Guidelines: Categories, Planning.**)

### Main body of answer

- ◆ The outline. This is where most of the marks are allocated therefore good knowledge and application of appropriate technical terms is essential. A good answer will also show appropriate use of narrative and representations. Choices should also be fully justified. (A top grade requires creativity but a good pass is clearly attainable with sound knowledge and application.) (**See Guidelines: Outline, Technical terms, Justify choices.**)

### Review

- ◆ The final part of the answer should look back on how the production could be realised or improved; in other words consider constraints, eg I would justify this expense by getting sponsorship, I would ask Ewan McGregor to do the voice over free because he is Scottish and I would appeal to his better nature as it is for a good cause. Or when answering on their own experience discuss what improvements they would make and why. The answer should reflect professional practice. (**See Guidelines: Constraints, Professional practice.**)

## Summary Statements

At Intermediate 2 candidates should **explain** and describe how the individual elements of a text work together and give reasons for the way in which the text has been constructed.

<b>Analysis (Section 1 — Part A)</b>		
<b>Minimum</b>	<b>Beyond minimum</b>	<b>Well beyond minimum</b>
<p>Clear and valid description of at least two appropriate categories justified with examples from the text. Reference is made to institution and target audience.</p> <p>Explains denotation, connotation and anchorage accurately justified by examples from the text.</p>	<p>Clear and valid description of two or more categories treated in limited detail adequately justified.</p> <p>Some understanding of how and why the text was created by the institution for the audience. Integrates with other key aspects.</p> <p>Clear and valid explanation of language shows in some detail how the overall meaning of the text is created justified by reference to text. Integrates with another key aspect.</p>	<p>Two or more categories are explained in depth, convincingly justified by reference to the text. Some understanding on why these categories are appropriate to the needs of the institution and the audience. Some analysis. Integrates with other key aspects.</p> <p>Explanation of language shows how signs and codes create meaning.</p> <p>Some analysis.</p> <p>Integrates with other key aspects.</p>

<b>Analysis (Section 1 — Part B)</b>		
<b>Minimum</b>	<b>Beyond minimum</b>	<b>Well beyond minimum</b>
<p>Identifies key aspects accurately with explanation of their application to the text.</p> <p>Describes text with some understanding of key aspects giving appropriate examples with justification.</p>	<p>Describes in some detail the key aspects with some understanding of their application.</p> <p>Clear explanation justified in some detail by reference to the text.</p> <p>Some integration of key aspects (including categories and language).</p>	<p>An integrated answer identifying key aspects accurately.</p> <p>In depth explanation shows understanding with some attempt at analysis.</p> <p>Gives appropriate and detailed examples from text.</p>

<b>Production (Section 2)</b>		
<b>Minimum</b>	<b>Beyond minimum</b>	<b>Well beyond minimum</b>
<p>Technical choices are appropriate. If choices are inappropriate they have been justified.</p> <p>Technical terms are appropriate to medium, and accurate but limited and simple.</p> <p>Some understanding is shown of how to meet the needs of the target audience.</p> <p>Description of the application of some of the key aspects.</p> <p>It is desirable to show some understanding of constraints and/or possible improvements/alternatives.</p>	<p>Some understanding of production skills and procedures.</p> <p>Describes choices as to engage the target audience. These choices are justified in relation to key aspects.</p> <p>Technical terms are appropriate and competent.</p> <p>Some understanding of how to make the production work taking into account constraints, controls and/or improvements.</p>	<p>Knowledge and understanding of production skills and procedures.</p> <p>Choices are justified.</p> <p>Technical terms are competent, appropriate and justified.</p> <p>Key aspects are applied appropriately.</p> <p>Controls, constraints and/or improvements are dealt with and described.</p> <p>Some analytical skills are applied.</p>