S848/76/01

Media:
Analysis of media content

Date — Not applicable

Duration — 1 hour 45 minutes

Total marks — 30

SECTION 1 — ANALYSIS OF MEDIA CONTENT IN CONTEXT— 20 marks

Attempt EITHER Question 1 OR Question 2.

SECTION 2 — ANALYSIS OF MEDIA TEXTS — 10 marks

Select **ONE PAIR** from the following media texts:

Pair A — Film posters (pages 04–05)

OR

Pair B — Magazine covers (pages 06–07)

OR

Pair C — Advertisements (pages 08–09)

and attempt the question on page 03.

Write your answers clearly in the answer booklet provided. In the answer booklet you must clearly identify the question number you are attempting.

Use **blue** or **black** ink.

Before leaving the examination room you must give your answer booklet to the Invigilator; if you do not, you may lose all the marks for this paper.

S848760 1

You may refer to one or more than one media text in your response.

Attempt EITHER Question 1 OR Question 2.

1. How audiences respond to media content can depend on the extent to which key aspects such as narrative and/or language and/or representations have been used to construct the content.

    Analyse how this statement applies to media content you have studied. In your response you should:

    (a) analyse the ways in which different audiences might respond to the media content.   **10**

    (b) analyse the ways in which these responses might depend on the use of language and/or representations and/or narrative.   **10**

    OR

2. The ways in which categories are used in the construction of media content can be influenced by society and/or institutional factors.

    Analyse how this statement applies to media content you have studied. In your response you should:

    (a) analyse the ways in which categories have been used in the construction of the media content.   **10**

    (b) analyse the ways in which society and/or institutional factors have influenced the use of categories.   **10**

[Turn over

SECTION 2 — ANALYSIS OF MEDIA TEXTS — 10 marks

Select **ONE PAIR** from the following media texts:

PAIR A — Film posters (pages 04–05)

OR

PAIR B — Magazine covers (pages 06–07)

OR

PAIR C — Advertisements (pages 08–09)

and attempt the question below.

Write the letter of your chosen pair of texts (A, B or C) in the margin.

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.

   In your answer you must make at least **five** developed points of analysis, and refer to at least **two** of the following key aspects:

   - language
   - representation
   - categories
   - narrative
   - audience
   - institutions
   - society.   **10**

SECTION 2 — Pair A

Film posters

This image has been removed for copyright purposes but can be accessed by following this link

https://www.joblo.com/wp-content/uploads/2017/10/Black-Panther-poster-main-xl-1.jpg

Film posters

This image has been removed for copyright purposes but can be accessed by following this link

https://marvelcinematicuniverse.fandom.com/wiki/Thor_(film)?file=Thor_Official_Poster.jpg

BBC

Britain's biggest-selling
food magazine

February 2018

goodfood

the CHEAP *as* CHIPS *issue*

WIN
£500
TO SPEND AT
TESCO
ENTER FOR FREE AT
FLCOMPS.CO.UK/WIN500
T&CS APPLY

LUXE FOR LESS
- Steak & chips pie
- Lobster mac 'n' cheese
- Truffle chicken gratin

Easiest-ever weekday meals
Just £1.50 a head

10 ways to stretch your food budget

Healthy meal plan
Boost your mood in a day

6 quick boozy breaks

£4.50
02 >

TRY SOMETHING NEW - SAVE £££s
- Tommy Banks's extra-crispy fish fingers
- Tom Kerridge – four meals from one roast chicken
- Rosie Birkett's cauli cheese pasta bake
- Diana Henry's breadcrumbed pork chops

FREE Personalised Diet Plan

Worth £19.98* *T&Cs apply

Healthy Diet

70 Calorie-counted RECIPES!

NO-FUSS MEAL PLAN

Drop 10lbs in 4 weeks

WIN PRIZES worth over £5,900

GP Advice

Cut your cholesterol by 10%

SNACK SMARTER & BEAT YOUR CRAVINGS

Cook the cover
Light & low-cal vitamin-rich pizza
361 cals per serving

HOW TO SLASH YOUR RISK OF STROKE

Davina McCall

"My healthy-eating and fitness secrets, revealed"

Mar 2018 £3.25

PLUS...
- Satisfying dishes under 500 calories
- Nutrient-packed fruit smoothies
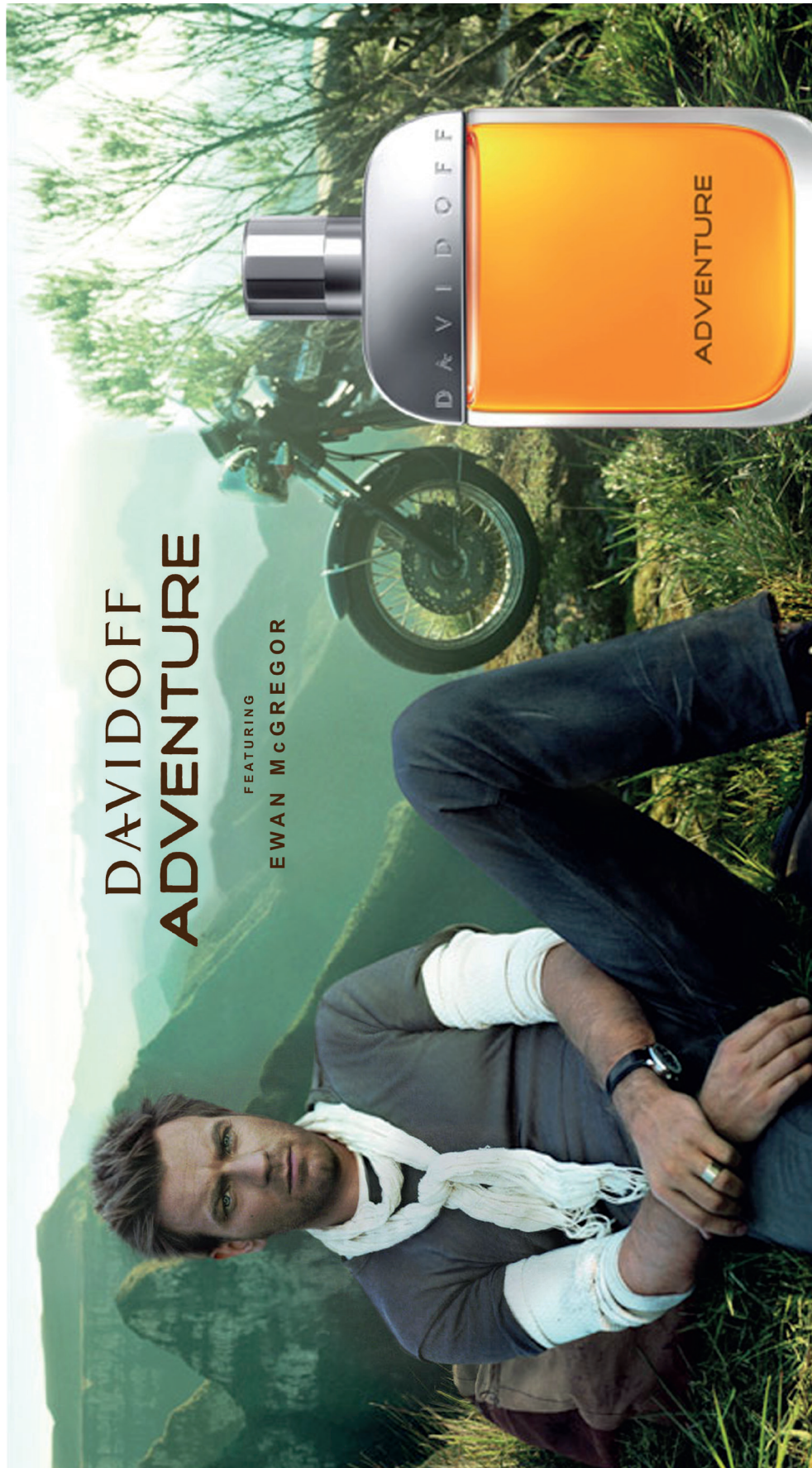- Simple brain-boosting dishes to cook tonight!

HIGH-PROTEIN BREAKFASTS

OMEGA 3 HEROES

15-MINUTE SUPPERS

aceville

DAVIDOFF ADVENTURE

FEATURING
EWAN McGREGOR

[END OF SPECIMEN QUESTION PAPER]

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.

(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)   **Candidates are expected to:**

- demonstrate knowledge and understanding of different audiences and their potential responses, as appropriate to the referenced content
- give specific and valid exemplification of the referenced audience responses in relation to at least one example of media content
- make points which analyse the relationship between the audience responses and the content.

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

1. (b) **Candidates are expected to:**

- demonstrate knowledge and understanding of relevant concepts from language and/or representations 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 audiences might respond to the chosen key aspect(s).

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

If candidates choose language, relevant concepts include technical codes, cultural codes and anchorage.
If candidates choose representation, relevant concepts include representations, selection and portrayal, and ideological discourses.
If candidates choose narrative, relevant concepts include structures, codes and conventions.

10-9	8-7	6-5	4-3	2-1	0
Candidates decode language and/or representations and/or narrative in detail using at least two relevant concepts from within or across these key aspects. Candidates make developed comment(s) on the relationship between the selected key aspect(s) and audience responses. Candidates exemplify and discuss each concept with developed references to media content.	Candidates decode language and/or representations 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. Candidates make comment(s) on the relationship between the selected key aspect(s) and audience responses. Candidates exemplify and discuss each concept with developed references to media content.	Candidates decode language and/or representations 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. Candidates make a link to audience responses. Candidates exemplify each concept with relevant references to media content.	Candidates explain language and/or representations and/or narrative in terms of a relevant concept from within or across these key aspects. **OR** Candidates make a link between at least one key aspect and audience responses. Candidates exemplify the explanation or link with one or more relevant references to media content.	Candidates identify a relevant concept from language and/or representations and/or narrative. Candidates give one or more relevant examples from media content.	There is no information relevant to the question.

2. (a)   **Candidates are expected to:**

- demonstrate knowledge and understanding of relevant categories from purpose, genre, tone and/or style
- give specific and valid exemplification of the referenced categories from at least one example of media content
- make points which analyse the use of categories in the referenced media content.

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

2. (b)   Candidates are expected to:

- demonstrate knowledge and understanding of appropriate society and/or institutional factors
- give specific and valid exemplification of the referenced society and/or institutional factors from at least one example of media content
- make points which analyse the relationship between the society and/or institutional factors and the use of categories.

Candidates can focus on factors from just society or institutional 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 institutions, relevant concepts include internal controls and/or constraints and/or external controls and/or constraints as appropriate to the referenced content.

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

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

[END OF SPECIMEN MARKING INSTRUCTION]

Published: July 2023

Change since last published:

Analysis of Media Content paper reduced by 45 minutes from 2 hours 30 minutes to 1 hour 45 minutes.

Total marks on front cover reduced from 50 marks to 30.

Section 1 marks on front cover reduced from 40 marks to 20.

Section 1 instructions on front cover changed from "Attempt ALL questions" to "Attempt EITHER Question 1 OR Question 2".

Changed the "or" between Pairs A, B and C in the Section 2 instructions on page 1 to bold uppercase.

Section 1 marks on page 2 reduced from 40 marks to 20.

Section 1 instructions on page 2 changed from "Attempt ALL questions. You may refer to one or more than one media text in your response to questions 1 and 2." to "You may refer to one or more than one media text in your response. Attempt EITHER Question 1 OR Question 2."

Inserted bold "OR" between questions 1 and 2.

Changed the "or"s between Pairs A, B and C in Section 2 page 3 to bold uppercase.

Removed italics from page references on Front cover and page 03.

Left aligned texts instead of justified throughout the Question Paper.

All the first letters of the listed bullet points on page 03 changed to lower case.

Replaced copyrights links on pages 03 and 04 with direct links.

Update to marking instructions to match course specification and reflect recent updates to marking grids.