



National
Qualifications
EXEMPLAR PAPER ONLY

EP31/H/01

Media

Date — Not applicable

Duration — 2 hours

Total marks — 50

Attempt ALL questions.

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.



* EP31H01 *

Total marks — 50
Attempt ALL questions

It is recommended that the examples of media content you use in response to Question one are different from the examples of media content you use in response to Question two.

1. Media Content in Context

An analysis of representation within media content reveals that selections and portrayals either support or challenge values and ideologies in society.

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

- (a) give details of values and ideologies relevant to the time or place in which the media content was made, set and/or consumed **10**
- (b) analyse the ways in which representations support or challenge those values and ideologies **10**
- (c) analyse the ways in which one other key aspect from categories, language or narrative contribute towards the representations. **10**

2. The Role of Media

It has been argued that whether we are happy to admit it or not, the media influences our behaviours and attitudes.

Discuss this with reference to media content you have studied. In your response you should:

- (a) give detailed information or ideas about the role of media referenced above, and discuss this by giving some opinions, arguments or conclusions about it **10**
- (b) give specific examples from media content which illustrate your information, ideas or discussion. **10**

[END OF EXEMPLAR QUESTION PAPER]



Marking Instructions

These Marking Instructions have been provided to show how SQA would mark this Exemplar Question Paper.

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General Marking Principles for Higher Media

This information is provided to help you understand the general principles you must apply when marking candidate responses to questions in this Paper. These principles must be read in conjunction with the Detailed Marking Instructions, which identify the key features required in candidate responses.

- (a) Marks for each candidate response must always be assigned in line with these General Marking Principles and the Detailed Marking Instructions for this assessment.
- (b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.
- (c) Candidates are advised to refer to different examples of media content in their responses to each question, but this is not mandatory. Where the same media content is used, mark as normal.
- (d) Where there is choice, candidates can make reference to one or more media texts and can address these in a general or thematic way, or by close analysis and exemplification, as appropriate to the question asked.
- (e) Key aspects, contexts and roles of media 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, contexts or roles to use in their answer, Markers should accept the use of any appropriate model, theory or approach if it is relevant to the content and question, and corresponds to the following:

Content-based key aspect analysis

Categories: genre, purpose, tone, style

Language: medium/form-specific technical codes, cultural codes, anchorage

Narrative: structures, codes, conventions

Representation: representations, selection and portrayal, ideological discourses

Context-based analysis

Audience: target audience, preferred reading, differential decoding, mode of address

Institution: internal controls and constraints, external controls and constraints

Society: time, place

Role of media analysis

Meeting needs: entertain, educate, inform

Influencing attitudes and behaviours: intentional, unintentional

Meeting particular purposes: profit, promotion, public service

If any unlisted approach or concept is used, and this is appropriate to the question asked, mark as normal and refer to PA if necessary.

- (f) (i) For credit to be given, points must relate to the question asked.
- (ii) There are two main types of question used in this question paper, namely:
 - A *Questions that ask candidates to analyse . . .*
 - B *Questions that ask candidates to discuss . . .*
- (iii) For each of the question types (in (ii) above), the following provides an overview of marking principles.

A Questions that ask candidates to analyse . . .

Analysis requires candidates to identify relevant parts of a subject, the relationship between them and their relationship with the whole. It may involve drawing out and relating implications. Analysis questions usually focus on media content in context. Candidates are given a question stem and three parts (a, b and c) which they must address in their response.

Candidates must identify content and/or content-based media analysis concepts as appropriate to parts a, b and c, 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. Candidates may provide a number of developed points or a smaller number of points in depth, or a combination of these.

For example, a candidate might make developed points which show how several different narrative concepts can be applied to specific media content, or might make several points which show in depth how one narrative concept can be applied.

Candidates can use parts a, b and c to structure their response. Some candidates might produce a response in which the three parts are integrated. Either approach is acceptable. Each part should be marked separately, even where an integrated response has been produced.

For each of parts a, b and c, Markers will allocate up to a maximum of 10 marks as follows. The Marker should 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, the lowest mark from the range should be awarded.
- Where the response almost matches the band above, the highest available mark from the range should be awarded.
- Where the response fully meets all the standards described in the top band descriptor, the highest mark should be awarded.

B Questions that ask candidates to discuss . . .

Questions that ask candidates to discuss will require them to communicate ideas and information on a subject, and offer opinions, arguments or conclusions backed up with evidence. These questions will usually focus on the role of media. Candidates are given a question stem and two parts (a and b) which they must address in their response.

For part a, candidates must make points that communicate ideas and information on the role of media referenced in the question, and debate two sides of an argument, develop or explore a point of view, or take some other approach appropriate to the question. For part b, candidates are expected to exemplify or develop points made with reference to media content.

Where a number of points are made, these do not need to be in any particular order. Candidates may provide a number of developed points or a smaller number of points in depth, or a combination of these.

For example, a candidate might give several different developed points of information or ideas on the role of media, or might make points which develop one point of information or idea in depth.

Candidates can use parts a and b to structure their response. Some candidates might produce a response in which the two elements are integrated. Either approach is acceptable. Each element should be marked separately, even where an integrated response has been produced.

Candidates will be awarded marks for their discussion of the role of media, and their use of media content to exemplify or develop the discussion.

For each of parts a and b, Markers will allocate up to a maximum of 10 marks as follows. The Marker should 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, the lowest mark from the range should be awarded.
- Where the response almost matches the band above, the highest available mark from the range should be awarded.
- Where the response fully meets all the standards described in the top band descriptor, the highest mark should be awarded.

Marking Instructions for each question

Question		Expected response	Max mark	Additional guidance	
1	a	<p>Candidates are expected to:</p> <ul style="list-style-type: none"> demonstrate knowledge and understanding of appropriate society contexts which are relevant to the time and/or place of production, consumption or setting of the referenced content make points which analyse the relationship between the society context and values/ideologies give specific and valid exemplification of the referenced contexts from at least one example of media content <p>Equal attention need not be given to the parts above. Markers should consider the analysis of society contexts as a whole, using the mark band descriptors in the additional guidance column.</p> <p>Points made do not need to be in any particular order.</p> <p>Candidates may provide a number of developed points or a smaller number of points in depth, or a combination of these.</p>		Marks	Society
				10-9	<p>Society contexts are given in detail using at least two different relevant concepts from within or across time and place.</p> <p>There is comment on the relationship between the society contexts and values/ideologies.</p> <p>Each society context/idea is exemplified and discussed by developed references to media content.</p>
				8-7	<p>Society contexts are given in detail using at least one relevant concept from within or across time and place.</p> <p>One concept may be used in detail, or more than one may be used in some detail.</p> <p>There is comment on the relationship between the society contexts and values/ideologies.</p> <p>Each society context is exemplified and discussed by developed references to media content.</p>
				6-5	<p>Society contexts are given in some detail using one relevant concept from within or across time and place.</p> <p>One concept may be used in some detail, or more than one concept may be used in lesser detail.</p>

Question			Expected response	Max mark	Additional guidance
					<p>A link is made between the concept and the values/ideologies.</p> <p>The concept is exemplified by relevant references to media content.</p>
					<p>4-3</p> <p>There is an explanation of a society context.</p> <p>The explanation is exemplified by one or two relevant references to media content.</p>
					<p>2-1</p> <p>There is identification of a society context.</p> <p>There are one or two relevant examples from media content.</p>
					<p>0</p> <p>There is no information about society contexts relevant to the question.</p>

Question		Expected response	Max mark	Additional guidance	
1	b	<p>Candidates are expected to:</p> <ul style="list-style-type: none"> demonstrate knowledge and understanding of relevant representations, selection and portrayal and/or ideological discourses give specific and valid exemplification of the referenced representation concepts from at least one example of media content comment on the ways in which the representations support or challenge values/ideologies relevant to the society context <p>Equal attention need not be given to the parts above. Markers should consider the analysis of representation as a whole, using the mark band descriptors in the additional guidance column.</p> <p>Points made do not need to be in any particular order. Candidates may provide a number of developed points or a smaller number of points in depth, or a combination of these.</p>	10	Marks	Representation
				10-9	<p>Representation is decoded in detail using at least two different relevant concepts from within or across representations, selection and portrayal and/or ideological discourses.</p> <p>There is comment on the relationship between the representations and the values/ideologies relevant to the society context.</p> <p>Each representation concept is exemplified and discussed by developed references to media content.</p>
				8-7	<p>Representation is decoded in detail using at least one relevant concept from within or across representations, selection and portrayal and/or ideological discourses.</p> <p>One concept may be used in detail, or more than one may be used in some detail.</p> <p>There is comment on the relationship between the representations and the values/ideologies relevant to the society context.</p> <p>Each representation concept is exemplified and discussed by developed references to media content.</p>
				6-5	Representation is decoded in some detail using one relevant concept from representations, selection and portrayal and/or

Question			Expected response	Max mark	Additional guidance
					<p>ideological discourses.</p> <p>One concept may be used in some detail, or more than one concept may be used in lesser detail.</p> <p>A link is made to values/ideologies relevant to the society context.</p> <p>The representation concept is exemplified by relevant references to media content.</p>
				4-3	<p>There is an explanation of representation in terms of representations, selection and portrayal and/or ideological discourses.</p> <p>The explanation is exemplified by one or two relevant references to media content.</p>
				2-1	<p>There is identification of a relevant representation, selection and portrayal and/or ideological discourses.</p> <p>There are one or two examples from media content relevant to the representation, selection and portrayal and/or ideological discourses.</p>
				0	<p>There is no information about representations, selection and portrayal and/or ideological discourses relevant to the question.</p>

Question		Expected response	Max mark	Additional guidance	
1	c	<p>Candidates are expected to:</p> <ul style="list-style-type: none"> demonstrate knowledge and understanding of relevant key aspect concepts from categories and/or language and/or narrative comment on the ways in which the chosen key aspect contributes towards representations give specific and valid exemplification of the chosen key aspect(s) from at least one example of media content <p>Equal attention need not be given to the parts above. Markers should consider the analysis of the chosen key aspect(s) as a whole, using the mark band descriptors in the additional guidance column.</p> <p>Candidates can focus on one key aspect from categories, language or narrative, or select from across these. Equal attention need not be given to each referenced concept.</p> <p>If categories is chosen, relevant concepts include: purpose, genre, tone and style.</p> <p>If language is chosen, relevant concepts include: technical codes, cultural codes and anchorage.</p> <p>If narrative is chosen, relevant concepts include: structures, codes and conventions.</p> <p>Unlisted, but nonetheless, valid concepts relating to categories, language or narrative should be accepted if valid to the referenced content.</p> <p>Points made do not need to be in any particular order. Candidates may provide a number of developed points or a smaller number of points</p>	10	Marks	Key aspect(s) selected by candidate
				10-9	<p>Categories and/or language and/or narrative are decoded in detail using at least two different relevant concepts from within or across these key aspects.</p> <p>There is comment on the relationship between at least one selected key aspect and representations.</p> <p>Each selected key aspect concept is exemplified and discussed by developed references to media content.</p>
				8-7	<p>Categories and/or language and/or narrative are decoded in detail using at least one relevant concept from within or across these key aspects. One concept may be used in detail, or more than one may be used in some detail.</p> <p>There is comment on the relationship between at least one selected key aspect and representations.</p> <p>Each selected key aspect concept is exemplified and discussed by developed references to media content.</p>
				6-5	<p>Categories and/or language and/or narrative concepts are decoded in some detail using one relevant concept from within or across these key</p>

Question			Expected response	Max mark	Additional guidance
			in depth, or a combination of these.		<p>aspects. One concept may be used in some detail, or more than one concept may be used in lesser detail.</p> <p>A link is made to representations.</p> <p>The selected concept is exemplified by relevant references to media content.</p>
				4-3	<p>There is an explanation of a relevant concept from categories, language or narrative.</p> <p>The explanation is exemplified by one or two relevant references to media content.</p>
				2-1	<p>There is identification of a relevant concept from categories, language or narrative.</p> <p>There are one or two examples from media content relevant to the concept identified.</p>
				0	<p>There is no information about categories, language or narrative relevant to the question.</p>

Question		Expected response	Max mark	Additional guidance	
2	a	<p>Role of media</p> <p>Candidates must discuss the role of media referenced in the question. They are expected to:</p> <ul style="list-style-type: none"> • make points that communicate ideas and information on the role of media. These points can include relevant issues, facts, perspectives or theories – any valid point should be accepted if it is relevant to the question • make points of discussion which debate two sides of an argument, offer critical comment or develop a line of argument/opinion • draw at least one conclusion which provides a judgment in relation to terms of the question, is connected to the evidence presented, and provide reasons 	10	Marks	<p>Role of media</p> <p>Up to 10 marks should be awarded for discussion of the role of media referenced in the question, as follows.</p>
				10-9	<p>There are several detailed points of information/ideas on the role of media, and these relate to at least one perspective relevant to the question.</p> <p>There are several relevant points of discussion which debate different sides of the referenced role of media issue, offer critical comment or develop at least one clear line of argument/opinion.</p> <p>At least one conclusion with supporting reason(s) is drawn.</p>
				8-7	<p>There are at least two points of information/ideas on the role of media, and these relate to at least one perspective relevant to the question. Two points may be given in detail or more than two points may be given in lesser detail.</p> <p>There are at least two relevant points of discussion which debate different sides of the referenced role of media issue, offer critical comment or develop at least one clear line of argument/opinion.</p> <p>At least one conclusion with supporting reason(s) is drawn.</p>

Question	Expected response	Max mark	Additional guidance
			<p>6-5 There are at least two points of information/ideas on the role of media which relate to at least one perspective relevant to the question. Two points may be given in detail or more than two points may be given in lesser detail.</p> <p>There is at least one relevant point of discussion which offers critical comment or argument/opinion on the referenced role of media issue.</p> <p>At least one point of argument, opinion or conclusion is given, with supporting reason(s).</p>
			<p>4-3 There are at least two points of information/ideas on the role of media which relate to at least one perspective relevant to the question. Two points may be given in detail or more than two points may be given in lesser detail.</p> <p>At least one point of argument, opinion or conclusion is given on the referenced role of media issue, with supporting reason(s).</p>
			<p>2-1 There is at least one point of information/idea on the role of media which relates to a perspective relevant to the question.</p> <p>OR</p> <p>At least one point of argument, opinion or conclusion is given on the referenced role of media</p>

Question			Expected response	Max mark	Additional guidance	
						issue, with supporting reason(s).
					0	There is no information on the role of media relevant to the question.
2	b	<p>References to media content</p> <p>Candidates must make relevant references to media content. They are expected to:</p> <ul style="list-style-type: none"> • make detailed references to media content which develop or exemplify points of information/ideas or discussion • make comments on the references which relate these to the discussion <p>Points made do not need to be in any particular order. Candidates may provide a number of developed points or a smaller number of points in depth, or a combination of these.</p> <p>Candidates can reference any appropriate medium, genre or form, or a combination of these. References to media content may be in key aspect terms, but this is not mandatory, and can include general or close textual exemplification.</p>	10	Marks	<p>References to media content</p> <p>Up to 10 marks should be awarded for references to media content made in support of the information or discussion on the role of media, as follows.</p>	
					10-9	<p>There are several detailed references to media content.</p> <p>References develop or exemplify points made.</p> <p>There are comments on most of the references, and these relate the content logically to the discussion given.</p>
					8-7	<p>There are several detailed references to media content.</p> <p>References develop or exemplify points made.</p> <p>There are comments on some of the references, and these relate the content logically to the discussion given.</p>
					6-5	<p>There are several detailed references to media content.</p> <p>References develop or exemplify points made.</p>

Question			Expected response	Max mark	Additional guidance						
					<table border="1"> <tr> <td>4-3</td> <td>There are some references to media content which exemplify points made.</td> </tr> <tr> <td>2-1</td> <td>References to media content are sparse or vague.</td> </tr> <tr> <td>0</td> <td>There are no references to media content relevant to the discussion of the role of media.</td> </tr> </table>	4-3	There are some references to media content which exemplify points made.	2-1	References to media content are sparse or vague.	0	There are no references to media content relevant to the discussion of the role of media.
4-3	There are some references to media content which exemplify points made.										
2-1	References to media content are sparse or vague.										
0	There are no references to media content relevant to the discussion of the role of media.										

[END OF EXEMPLAR MARKING INSTRUCTIONS]