



National  
Qualifications  
SPECIMEN ONLY

**S848/75/11**

**Media**

Date — Not applicable

Duration — 2 hours

**Total marks — 60**

**SECTION 1 — ANALYSIS OF MEDIA CONTENT IN CONTEXT — 50 marks**

Attempt ALL questions.

**SECTION 2 — ANALYSIS OF A MEDIA TEXT — 10 marks**

Choose **ONE** of the following media texts:

Text A — Film poster (page 05)

or

Text B — Magazine cover (page 06)

or

Text C — Advertisement (page 07)

and attempt the question on page 04.

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.



\* S 8 4 8 7 5 1 1 \*

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## SECTION 1 — ANALYSIS OF MEDIA CONTENT IN CONTEXT — 50 marks

## Attempt ALL questions

You may refer to the same or different media texts in your response to each question.

1. Genres can be recognised by their conventions.

Describe four conventions of a particular genre which have been used in a media text you have studied, and give an example of how each has been used in that text.

8

2. Technical and cultural codes are used to create preferred readings in media content.

(a) Describe a preferred reading in one particular example of media content you have studied.

2

(b) Explain in detail how technical and/or cultural codes have been used to create this reading.

10

3. Media texts are carefully constructed to target particular audiences.

(a) Describe the target audience(s) for one media text you have studied, using **two** from: characteristics; needs; expectations.

2

(b) Explain in detail how at least one key aspect of this text has been used to target the audience(s).

10

4. Institutional contexts such as internal and external factors, ownership and regulation affect media content.

(a) Describe in detail at least one institutional factor that is relevant to media content you have studied.

4

(b) Explain in detail the effect of the institutional factor(s) on at least one key aspect of this content.

8

5. Explain in detail how media content you have studied might influence people's behaviour or attitudes.

6

[Turn over

## SECTION 2 — ANALYSIS OF A MEDIA TEXT — 10 marks

## Select ONE text

Select **ONE** of the following media texts:

Text A — Film poster (page 05)

or

Text B — Magazine cover (page 06)

or

Text C — Advertisement (page 07)

and answer the question below.

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

6. Media texts are made with particular purposes and for specific audiences. With reference to purpose and/or audience explain in detail how relevant key aspects of media literacy have been used in your chosen media text.

In your answer you must refer to at least **two** of the following key aspects in relation to purpose and audience:

- Language
- Representation
- Categories
- Narrative
- Audience
- Institutions
- Society

10



SECTION 2 — Text A

Film poster

STALLONE STATHAM LI LUNDGREN NORRIS CREWS COUTURE  
HEMSWORTH ALSO VAN DAMME WITH WILLIS AND SCHWARZENEGGER

THE  
**EXPENDABLES 2**  
B A C K F O R W A R

LIONSGATE AND MILLENNIUM FILMS PRESENT A NU IMAGE PRODUCTION A FILM BY SIMON WEST SYLVESTER STALLONE JASON STATHAM JET LI DOLPH LUNDGREN CHUCK NORRIS ALSO JEAN CLAUDE VAN DAMME  
WITH BRUCE WILLIS AND ARNOLD SCHWARZENEGGER "THE EXPENDABLES 2" TERRY CREWS RANDY COUTURE LIAM HEMSWORTH SCOTT ADKINS AMANDA DOOMS CHARISMA CARPENTER MUSIC BY BRIAN TYLER COSTUME DESIGNER LIZZ WOLF  
PRODUCTION DESIGNER PAUL CROSS DIRECTOR OF PHOTOGRAPHY SHELLY JOHNSON, ASC EDITOR TODD E. MILLER EXECUTIVE PRODUCERS ROBERT EARL JIB POLHEMUS MATT OTOOLE GUY AVSHALOM ZYGI KAMASA PRODUCED BY DANNY DIMBORT BOAZ DAVIDSON TREVOR SHORT  
EXECUTIVE PRODUCERS JON FELTHEIMER JASON CONSTANTINE EDA KOWAN BASIL IWANYK GUYMON CASADY PRODUCED BY DANNY LERNER LES WELOON PRODUCED BY AVI LERNER KEVIN KING-TEMPLETON BASED ON CHARACTERS CREATED BY DAVID CALLAHAN  
SCREENPLAY BY RICHARD WENK AND SYLVESTER STALLONE DIRECTED BY SIMON WEST  
LIONSGATE  
AUGUST 17  
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SECTION 2 — Text C

Advertisement



The advertisement features a close-up of a woman's face with blonde hair and red lips. A large, red-rimmed mirror is positioned over her eye, reflecting a silver Toyota C-HR parked on a city street. The car is shown from a front-three-quarter view, with a license plate that reads 'TOYOTA C-HR'. In the background of the reflection, there are city buildings and a clear sky.

**TOYOTA**

ALWAYS A  
**BETTER WAY**

ALL NEW TOYOTA  
**C-HR**  
PERFECT FLOW

SEARCH TOYOTA C-HR



C-HR Dynamic 5 door Coupe FWD 1.2 Manual. Official Fuel Consumption Figures in mpg (l/100km): Urban 38.1 (7.4), Extra Urban 55.4 (5.1), Combined 47.8 (5.9). CO<sub>2</sub> Emissions 135g/km. All mpg and CO<sub>2</sub> figures quoted are sourced from official EU regulated laboratory test results. These are provided to allow comparisons between vehicles and may not reflect your actual driving experience. Model shown is C-HR Dynamic 5 door Coupe FWD 1.2 VVT-i Manual at £25,565. Price excludes metallic paint at £545. Prices correct at time of going to print. Image shown may not be to UK specification. 5 year/100,000 mile manufacturer warranty subject to terms and conditions.

[END OF SPECIMEN QUESTION PAPER]

## ACKNOWLEDGEMENT

Section 2 Text A – Film Poster- *The Expendables 2*.

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Section 2 Text B – Front cover is taken from *Look Magazine*, 10<sup>th</sup> April 2017.

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Section 2 Text C – Advertisement for *Toyota CH-R*.

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**S848/75/11**

**Media**

## Marking Instructions

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These marking instructions have been provided to show how SQA would mark this specimen question paper.

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## General marking principles for National 5 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) If a specific 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.
- (d) **Section 1: Media Content in Context**
  - (i) Candidates can refer to the same or different texts in their responses to each question.
  - (ii) Where there is choice, candidates can make reference to one or more media texts and can discuss these in a general or thematic way, or by close analysis and exemplification.
  - (iii) 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 aspects*
      - Categories: medium, purpose, form, tone, genre
      - Language: technical codes, cultural codes, anchorage
      - Narrative: structures, codes, conventions
      - Representation: selection and portrayal, stereotyping, cultural assumptions
    - Context-based key aspects*
      - Audience: target audience, preferred reading, different audience responses
      - Institution: internal controls and constraints, external controls and constraints
      - Society: time, place
    - Roles of media*
      - Meeting needs: entertain, educate, inform
      - Influencing attitudes and behaviours: intentional, unintentional
      - Meeting particular purposes: profit, self-interest, public service

- (iv) For credit to be awarded, points must relate to the question asked. There are two main types of question used in this question paper, namely:

- Describe ...
- Explain ...

For each of the question types the following provides an overview of marking principles.

#### **Questions that ask candidates to *describe* ...**

Candidates must make a number of relevant, factual points, or state characteristics and features, as appropriate to the question asked. Points made do not need to be in any particular order. Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these.

Up to the total number of marks allocated:

- **One mark** should be given for each relevant point.
- **Each subsequent mark** can be awarded for development of a relevant point, including exemplification.

#### **Example:**

Q: Describe in detail one convention of a particular genre that has been used in a media text you have studied. (2 marks)

*One convention of adventure films is that the narrative is structured around a quest to find something or solve a problem. (1 mark for relevant point – description of genre convention.) This can be seen in Blood Diamond where Solomon’s quest is to find his family and go back to his peaceful life, and Danny’s quest is to find the diamond and get rich. (1 mark for development by exemplification.)*

#### **Questions that ask candidates to *explain* ...**

Candidates must make points that relate cause and effect and/or make relationships between things clear. Where a number of points are made, these do not need to be in any particular order. Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these.

Up to the total number of marks allocated:

- **One mark** should be awarded for each relevant point of explanation; where specific factors to be explained are not identified in the question, one mark should be awarded for first identifying what the factors are.
- **Each subsequent mark** can be awarded for development of a relevant point, including exemplification.

#### **Example:**

Q: Explain how media content you have studied might influence behaviour or attitudes. (2 marks)

*Stereotyped representations of young people are often found in news stories and newspaper headlines about them which focus on anti-social behaviour. (1 mark for example.) This gives only a one-sided, negative view, but when it is repeated many times some might believe it to be true of all young people. This can lead to attitudes of prejudice towards them, as well as fearful or defensive behaviour. (1 mark for point of explanation.)*

**(e) Section 2: Analysis of a Media Text**

- (i) Candidates should discuss at least two aspects of media literacy in relation to their chosen print text:

*Content-based key aspects*

Categories: medium, purpose, form, tone, genre

Language: technical codes, cultural codes, anchorage

Narrative: structures, codes, conventions

Representation: selection and portrayal, stereotyping, cultural assumptions

*Context-based key aspects*

Audience: target audience, preferred reading, different audience responses

Institution: internal controls and constraints, external controls and constraints

Society: time, place

- (ii) For credit to be given, points must relate to the question being asked, namely to explain in detail how relevant key aspects of media literacy have been used in the chosen text with reference to purpose and/or audience.

**Questions that ask candidates to *explain* ...**

Candidates must make points that relate cause and effect and/or make relationships between things clear. Where a number of points are made, these do not need to be in any particular order. Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these.



## Marking instructions for each question

### SECTION 1 — ANALYSIS OF MEDIA CONTENT IN CONTEXT

Question		Generic marking instructions	Max mark	Marking instructions
1.		<p>Candidates must make a number of relevant, factual points, or state characteristics and features, as appropriate to the question asked. Points made do not need to be in any particular order. Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these.</p> <p>Up to the total number of marks allocated:</p> <p>One mark should be given for each relevant point.</p> <p>Each subsequent mark can be given for development of a relevant point, including exemplification.</p>	8	<p>Candidates can be credited up to a maximum of 8 marks, as follows:</p> <p>For the referenced genre, one mark should be given for each valid convention described, and a second given for an example of how it has been used in the selected text.</p> <p>Descriptions of genre may include any valid conventions such as: technical and cultural codes, style, tone, theme, narrative, representation or other content references. These will draw on, but need not explicitly use the terminology of, key aspects.</p>
2.	(a)	<p>Candidates must make a number of relevant, factual points, or state characteristics and features, as appropriate to the question asked. Points made do not need to be in any particular order. Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these.</p> <p>Up to the total number of marks allocated:</p> <p>One mark should be given for each relevant point.</p>	2	<p>Candidates can be awarded up to 2 marks as follows:</p> <p>One mark should be given for a valid point that describes a preferred reading.</p> <p>A second mark should be given for a second point, or development of the developed description of a preferred reading.</p>

Question		Generic marking instructions	Max mark	Marking instructions
	(b)	<p>Candidates must make points that relate cause and effect and/or make relationships between things clear. Where a number of points are made, these do not need to be in any particular order. Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these.</p> <p>Up to the total number of marks allocated: One mark should be given for each relevant point of explanation; where specific factors to be explained are not identified in the question, one mark should be given for first identifying what the factors are.</p> <p>Each subsequent mark can be given for development of a relevant point, including exemplification.</p>	<b>10</b>	<p>Up to a maximum of 10 marks can be awarded as follows:</p> <p>Candidates must show a causal relationship between technical/cultural codes and preferred reading.</p> <p>One mark should be given for each relevant point of explanation of how technical and/or cultural codes have been used to create the reading.</p> <p>Subsequent marks should be given for any points that are developed.</p>
<b>3.</b>	(a)	<p>Candidates must make a number of relevant, factual points, or state characteristics and features, as appropriate to the question asked. Points made do not need to be in any particular order. Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these.</p> <p>Up to the total number of marks allocated:</p> <p>One mark should be given for each relevant point.</p>	<b>2</b>	<p>Up to a maximum of 2 marks:</p> <p>Award one mark for each point used to describe the target audience in terms of two from: characteristics, needs and expectations.</p> <p>If 'characteristics' is chosen, more than one feature should be given. References may be made to demographics, socio-economics, nationality, place, or other relevant characteristics.</p> <p>If 'needs' is chosen, one valid point about needs, or at least two stated needs, should be given.</p> <p>If 'expectations' is chosen, one valid point about expectations, or at least two stated expectations, should be given.</p>

Question		Generic marking instructions	Max mark	Marking instructions
	(b)	<p>Candidates must make points that relate cause and effect and/or make relationships between things clear. Where a number of points are made, these do not need to be in any particular order. Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these.</p> <p>Up to the total number of marks allocated:</p> <p>One mark should be given for each relevant point of explanation; where specific factors to be explained are not identified in the question, one mark should be given for first identifying what the factors are.</p> <p>Each subsequent mark can be given for development of a relevant point, including exemplification.</p>	10	<p>Candidates can be credited in a number of ways, up to a maximum of 10 marks.</p> <p>Candidates must show at least one causal relationship between the audience being targeted and a key aspect.</p> <p>One mark should be given for each relevant point of explanation of how elements of the selected key aspect(s) of the text have been used to target the audience(s).</p> <p>Subsequent marks should be given for any points that are developed.</p> <p>Explanation may include targeting of more than one audience, or use of more than one feature of the selected key aspect(s).</p>
4.	(a)	<p>Candidates must make a number of relevant, factual points, or state characteristics and features, as appropriate to the question asked. Points made do not need to be in any particular order. Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these.</p> <p>Up to the total number of marks allocated:</p> <p>One mark should be given for each relevant point.</p> <p>Second and subsequent marks should be given for any point that is developed.</p>	4	<p>Candidates can be credited in a number of ways, up to a maximum of 4 marks.</p> <p>They may describe several relevant elements of one institutional factor in detail, or describe a number of different institutional factors that are relevant.</p> <p>One mark should be given for each valid, relevant point made. Subsequent marks should be given for any points that are developed.</p> <p>Institutional factors may be internal, external or a combination of these and descriptions may include details of: budget; ownership; legal, regulatory and market factors; personnel; equipment; technologies; distribution; industries; professional practice; competition; sources of finance, sales and investment; any other relevant factor.</p>

Question		Generic marking instructions	Max mark	Marking instructions
	(b)	<p>Candidates must make points that relate cause and effect and/or make relationships between things clear. Where a number of points are made, these do not need to be in any particular order. Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these.</p> <p>Up to the total number of marks allocated:</p> <p>One mark should be given for each relevant point of explanation; where specific factors to be explained are not identified in the question, one mark should be given for first identifying what the factors are.</p> <p>Each subsequent mark can be given for development of a relevant point, including exemplification.</p>	8	<p>Candidates can be credited in a number of ways, up to a maximum of 8 marks.</p> <p>Candidates must show at least one causal relationship between an institutional factor and a key aspect.</p> <p>One mark should be given for each relevant point of explanation of the effect of the institutional factor(s) on any key aspect of the content.</p> <p>Subsequent marks should be given for any points that are developed.</p>
5.		<p>Candidates must make points that relate cause and effect and/or make relationships between things clear. Where a number of points are made, these do not need to be in any particular order. Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these.</p> <p>Up to the total number of marks allocated:</p> <p>One mark should be given for each relevant point of explanation; where specific factors to be explained are not identified in the question, one mark should be given for first identifying what the factors are.</p> <p>Each subsequent mark can be given for development of a relevant point, including exemplification.</p>	6	<p>Candidates can be credited in a number of ways, up to a maximum of 6 marks.</p> <p>Candidates must show at least one causal relationship between media content and behaviour/attitudes.</p> <p>One mark should be given for each relevant point of explanation of the influence of media content studied on people's behaviour or attitudes; and 1 mark given for exemplification of the relevant media content and the behaviour/attitudes influenced.</p> <p>Subsequent marks should be given for any points that are developed.</p> <p>Explanation may relate to several relevant elements of one set of behaviours/attitudes, or a number of different behaviours/attitudes. More than one feature of the referenced content may be explained.</p>

Question		Generic marking instructions	Max mark	Marking instructions
				<p>Reference may be made to behaviours and attitudes which are: positive, negative; intentional, unintentional, consequential, cumulative; by individuals, groups, communities, public and private organisations, legal and regulatory bodies, governments; towards individuals, social groups, public and private organisations, places, events, ideas, products and so on. Other relevant behaviours and attitudes may be referenced and should be accepted.</p> <p>Content can be described in a general way or by close textual exemplification. Key aspect terms may, but need not, be used. Single or multiple texts may be referenced.</p>

## SECTION 2 – ANALYSIS OF A MEDIA TEXT

Question	Generic marking instructions	Max mark	Marking instructions
6.	<p>Candidates must make a number of relevant, factual points, or state characteristics and features, as appropriate to the question. Candidates must also make points that relate cause and effect and/ or make relationships between things clear.</p> <p>Where a number of points are made, these do not need to be in any particular order. Candidates may provide a number of straightforward points or a smaller number of developed points, or a combination of these.</p> <p>Up to the total number of marks allocated: 1 mark should be awarded for each relevant point of explanation.</p> <p>Subsequent marks should be given for any points of explanation which are developed.</p>	10	<p>Candidates can be awarded up to 10 marks as follows: One mark should be awarded for explaining in detail how relevant key aspects of media literacy have been used with particular purposes and/or for specific audiences.</p> <p>Where only one key aspect has been referenced a maximum of five marks can be awarded.</p>

[END OF SPECIMEN MARKING INSTRUCTIONS]