



**2015 Media Studies**

**Intermediate 2 Unseen Analysis**

**Finalised Marking Instructions**

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**Candidates must demonstrate knowledge and understanding of Media Studies concepts.**

The instructions below apply to all answers.

- Read/view/listen to the text **before** marking – if no text is included, do not mark and contact SQA.
- If no questions are included, do not mark and contact SQA.
- Check that the only information about the text provided to the candidate by the centre is that indicated on the Flyleaf – if more has been provided, mark where this appears not to unfairly advantage or disadvantage candidates; otherwise, refer to PA.
- If malpractice is suspected, mark as normal and refer for special attention (M) as described in the General Marking Instructions.
- Centres select questions for Unseen Analysis at Intermediate 2 from the official SQA question bank. These questions direct candidates to explain at least one category, along with technical codes/cultural codes/anchorage. Centres should not allocate marks to individual questions or provide a marking scheme. If marks have been assigned or a marking scheme included, these should be ignored.
- Along with the detailed marking instructions, use the attached Extended Mark Scale – corresponding to the performance criteria for Categories and Language – to assign a holistic mark to the response as a whole.
- Mark positively – credit should be given for a genuine response to the text.
- The candidate may apply other key aspects in support of the explanation of Categories and/or Language, but should not be penalised if this is not done.
- Use the full range of marks (0 – 20).
- Mark on content, not presentation – knowledge of Media Studies is being assessed and where this is demonstrated, the candidate should not be penalised if the responses to the questions are not well constructed (unless understanding is impeded).
- Candidates should not be penalised because their cultural assumptions differ from those of the marker.

**Media Studies Intermediate 2  
Unseen Analysis  
Detailed Marking Instructions**

		C A T E G O R I E S							
		Poor	Inadequate	Narrowly fails	Adequate	Clear	Convincing	Full	
L	Poor	0 - 6	6	7	7 - 8	8	8-9	9	These are limited to a max of 9 on the basis that they do not achieve the basic criteria for a pass.
	Inadequate	6	7	7 - 8	8	8 - 9	9	9	
U	Narrowly fails	7	7 - 8	8 - 9	9	9	10	10 - 11	This is limited to 13 on the basis that if one key aspect is adequate, a candidate would not achieve an A-equivalent pass. However, the marker may feel that there are factors which justify awarding a higher mark.
	Adequate	7 - 8	8	9	10 - 11	11 - 12	12	13	
E	Clear	8	8 - 9	9	11 - 12	12 - 13	13 - 14	14 - 15	
	Convincing	8 - 9	9	10	12	13 - 14	14 - 16	16 - 17	
	Full	9	9	10 - 11	13	14 - 15	16 - 17	17 - 20	

By awarding a holistic mark rather than marks for individual questions, candidates are not limited in the reward they can achieve in response to particular questions. Additionally, invalid or irrelevant responses or questions can be ignored rather than result in the deduction of marks.

A holistic mark should be awarded. It is not a case of giving a mark out of 10 for each key aspect and adding them together, or of awarding a mark out of 20 for each and halving the total. Both Categories and Language must be achieved at least adequately in order to gain a pass. Markers should locate the appropriate mark on the grid above, based on their judgement of the explanation of each key aspect. A script which does not demonstrate adequate explanation of both key aspects can only gain a maximum of 9 marks, and this is reflected in the grid. The only exception to this is where the explanation of one key aspect is either convincing or full and the other narrowly fails. In such a case, a script may be awarded 10 or 11 if the marker feels this is deserved. Additionally, the marker may feel that there are aspects of an answer which justify awarding a higher mark than that indicated on the grid.

**Media Studies Intermediate 2  
Unseen Analysis  
Extended Marks Scale**

<b>UNSEEN ANALYSIS (INTERMEDIATE 2) EXTENDED MARK SCALE – SUPPLEMENTARY ADVICE FOR MARKERS</b>				
<b>0-9 marks Poor - inadequate</b>	<b>10 – 11 marks Adequate</b>	<b>12 – 13 marks Clear</b>	<b>14 – 16 marks Convincing</b>	<b>17 – 20 marks Full</b>
<p>Performance at this level is characterised by any ONE of the following:</p> <ul style="list-style-type: none"> <li>- identification or description of Categories and Language without explanation or justification from the text</li> <li>- omission of either Categories or Language</li> </ul>	<p><b>Categories</b></p> <p>Clear and valid description of at least one appropriate category is justified with reference to the text.</p>	<p><b>Categories</b></p> <p>Clear and valid description of two or more appropriate categories is treated in some detail, and is clearly justified by reference to the text.</p>	<p><b>Categories</b></p> <p>Clear and valid description of two or more appropriate categories is treated in considerable detail, and is convincingly justified by reference to the text.</p>	<p><b>Categories</b></p> <p>Clear and valid description of two or more fully appropriate categories is treated in full detail, and is fully justified by reference to the text.</p>
	<p><b>Language</b></p> <p>Explanation of denotation and connotation is valid and adequately justified by reference to the text.</p>	<p><b>Language</b></p> <p>Clear and valid explanation of language shows in some detail how overall meaning of the text is created. The explanation is clearly justified by reference to the text.</p>	<p><b>Language</b></p> <p>Clear and valid explanation of language shows in some detail how overall meaning of the text is created. The explanation is convincingly justified by reference to the text.</p>	<p><b>Language</b></p> <p>Clear and valid explanation of language shows in detail how overall meaning of the text is created. The explanation is fully justified by reference to the text.</p>
<p><b>The Extended Mark Scale provides a description of the performance criteria relating to the key aspects assessed in the Unseen Analysis and defines the difference between them at each grade. It does not provide a description of how these key aspects may be combined in a complex response to the text.</b></p>				

## UNSEEN ANALYSIS GUIDELINES

### Media Studies Intermediate 2 – Unseen Analysis

#### Focus of the Assessment

At Higher candidates are expected to analyse. This is taken to mean: to apply concepts and knowledge to demonstrate insight into, and give reasons for, the way in which media texts are constructed and understood.

At Intermediate 2 candidates are expected to explain. This is taken to mean: to describe how the elements of a text work together and give reasons for the way in which the text has been constructed.

At Intermediate 1 candidates are expected to describe. This is taken to mean: to identify individual elements, name these and indicate how they work together in a text.

The Unseen Analysis focuses on the Key Aspects of Categories and Language. To achieve a pass candidates must explain these key aspects adequately. No other key aspects need be analysed – it is possible to gain the highest marks by explaining Categories and Language only. However, reference may be made to other key aspects during the course of the analysis. To gain credit for doing so, any such references must be clearly contextualised within the explanation of Categories and Language.

Unseen Analysis examines the candidate's ability to apply techniques of critical analysis to a text or extract from a text not previously studied, but which is of a medium and genre which *has* been previously studied in one of the media analysis units. Thus, if *The Scotsman* has been studied in the Media Analysis: Non-Fiction Unit, *The Herald* might be used for the Unseen Analysis Text; if *EastEnders* had been studied in the Media Analysis: Fiction Unit, *Coronation Street* might be used for the Unseen Analysis; if the *Wanadoo Home Page* had been studied in the Media Analysis: Non-Fiction Unit, the *Yahoo Home Page* might be used for Unseen Analysis; if *The Godfather* had been studied in the Media Analysis: Fiction Unit, *Goodfellas* might be used for the Unseen Analysis, and so on.

## Question Bank

Instructions for constructing the Instrument of Assessment

1. Choose at least two questions from those given in Section One: Categories.
2. Choose at least one question from those given in Section Two: Technical and Cultural Codes as follows:

**EITHER** choose one question from General Questions that requires candidates to analyse a combination of technical and cultural codes.

**OR** choose a maximum of three questions from this Section as a whole that require candidates to analyse a combination of technical and cultural codes.

3. Choose one question from those given in Section Three: Anchorage.

### Section One: Categories

Choose at least two of the following questions. Minor variations in the wording of questions are acceptable.

- Describe the medium of the text and explain your answer by referring to the text.
- Describe the form of the text and explain your answer by referring to the text.
- Describe the genre of the text and explain your answer by referring to the text.
- Describe the tone of the text and explain your answer by referring to the text.
- Describe the purpose(s) of the text and explain your answer by referring to the text.

### Section Two: Technical and Cultural Codes

Choose at least one question from the following, as appropriate to the text and candidate group. Questions can be general and/or specific to technical codes, cultural codes or medium. Minor variations in the wording of questions are acceptable.

#### *General Questions*

- Explain how codes are used to convey meaning(s) in the text.
- Explain how elements of the text are used to suggest particular meanings.
- Explain the connotations of codes in this text.
- Give a description of several codes in the text and explain their connotations.
- Explain the denotations and connotations of technical and cultural codes in this text.

#### *Technical Code Questions*

- Explain how technical codes are used to convey meaning(s) in the text.
- Explain how technical elements of the text are used to suggest particular meanings.
- Explain the connotations of technical codes in this text.
- Give a description of several technical codes in the text and explain their connotations.

### *Cultural Code Questions*

- Explain how cultural codes are used to convey meaning(s) in the text.
- Explain how cultural elements of the text are used to suggest particular meanings.
- Explain the connotations of cultural codes in this text.
- Give a description of at least one cultural code in the text and its connotations.

### *Print Text Questions*

- Explain how text elements are used to suggest particular meanings in the text.
- Explain how character formatting is used to suggest particular meanings in the text.
- Explain how graphic elements are used to suggest particular meanings in the text.

### *Radio Text Questions*

- Explain how verbal language is used to suggest particular meanings in the text.
- Explain how voice is used to suggest particular meanings in the text.
- Explain how music is used to suggest particular meanings in the text.
- Explain how sound is used to suggest particular meanings in the text.

### *TV or Film Text Questions*

- Explain how mise-en-scene is used to suggest particular meanings in the text.
- Explain how lighting is used to suggest particular meanings in the text.
- Explain how the camera is used to suggest particular meanings in the text.
- Explain how camera distance is used to suggest particular meanings in the text.
- Explain how camera angle is used to suggest particular meanings in the text.
- Explain how camera movement is used to suggest particular meanings in the text.
- Explain how camera focus is used to suggest particular meanings in the text.
- Explain how editing is used to suggest particular meanings in the text.
- Explain how sound is used to suggest particular meanings in the text.
- Explain how the titles are used to suggest particular meanings in the text.

### *Pop Music Question*

- Explain how lyrics are used to suggest particular meanings in the text.
- Explain how vocal style is used to suggest particular meanings in the text.
- Explain how performance style is used to suggest particular meanings in the text.
- Explain how rhythm is used to suggest particular meanings in the text.
- Explain how melody is used to suggest particular meanings in the text.
- Explain how instrumentation is used to suggest particular meanings in the text.

### *Other Types of Text*

- Advertising, Web or other types of text can be subject to analysis using a combination of the above questions. If centres are unsure in this respect, contact SQA for guidance.

### **Section Three: Anchorage**

Choose one question from the following. Minor variations in wording are acceptable.

- Explain an example of anchorage in the text.
- Give an example of anchorage and explain how it helps you understand the intended meaning of the text.
- Explain how a caption helps the audience understand the intended meaning of the text.
- Explain how a caption helps the audience understand the text.
- Explain how sound makes it clear how the audience should respond to the text.
- Explain how one particular element of the text helps ensure that the audience understand the preferred meaning.

### **Sample Instruments of Assessment**

#### Sample One

1. Describe the genre of the text and explain your answer by referring to the text.
2. Describe the purpose(s) of the text and explain your answer by referring to the text.
3. Explain the denotations and connotations of technical and cultural codes in this text.
4. Explain an example of anchorage in the text.

#### Sample Two

1. Describe the genre of the text and explain your answer by referring to the text.
2. Describe the tone of the text and explain your answer by referring to the text.
3. Explain how mise-en-scene is used to suggest particular meanings in the text.
4. Explain how the camera is used to suggest particular meanings in the text.
5. Explain the connotations of cultural codes in this text.
6. Explain how sound makes it clear how the audience should respond to the text.

#### Sample Three

1. Describe the form of the text and explain your answer by referring to the text.
2. Describe the purpose(s) of the text and explain your answer by referring to the text.
3. Explain how character formatting is used to suggest particular meanings in the text.
4. Give a description of at least one cultural code in the text and its connotations.
5. Explain how one particular element of the text helps ensure that the audience understand the preferred meaning.

[END OF MARKING INSTRUCTIONS]