



National  
Qualifications  
2018

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## 2018 Media

### National 5

# Finalised Marking Instructions

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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 given 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 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.
- **Each subsequent mark** can be given 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.	(a)	<p>Candidates must make a number of relevant factual points, or state characteristics and features as appropriate to the question asked. Points made need not be in any particular order.</p> <p>Candidates may provide a number of straightforward points or a smaller number of developed points.</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>For each representation:</p> <p>One mark should be given for a valid description of the representation.</p>
	(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 a particular order.</p> <p>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.</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>For each representation described in a):</p> <p>One mark should be given for each relevant point of explanation of how language features have been used to create representations.</p> <p>Subsequent marks can be awarded for each additional or developed point.</p> <p>Two representations must be dealt with but not necessarily equally. If only one representation is referenced, a maximum of 9 marks can be awarded.</p> <p>Language features may be implied, but there should be more than a simple description of plot.</p>

Question		Generic marking instructions	Max mark	Marking instructions
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.</p> <p>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 description of tone. Candidates may describe more than one example of tone.</p> <p>Subsequent marks can be awarded for additional or developed points.</p>
	(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.</p> <p>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.</p> <p>Each subsequent mark can be given for development of a relevant point, including exemplification.</p>	6	<p>Candidates can be awarded up to 6 marks as follows:</p> <p>One mark should be given for an explanation of how tone was conveyed using a specific technical or cultural code.</p> <p>Subsequent marks should be given for developed/additional explanations of how technical and/or cultural codes have been used to convey tone.</p>

Question		Generic marking instructions	Max mark	Marking instructions
3.		<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.</p> <p>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>	10	<p>Candidates can be credited in a number of ways, up to a maximum of 10 marks.</p> <p>One mark should be given for each valid description of an element of narrative structure, or particular codes or conventions. Several different aspects of narrative may be described, or one type of narrative developed.</p>

Question		Generic marking instructions	Max mark	Marking instructions
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.</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 each valid description of a preferred reading in media content.</p>
	(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.</p> <p>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.</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>For each preferred reading described in a):</p> <p>Candidates must show at least one causal relationship between the preferred reading and the content.</p> <p>One mark should be given for each relevant point of explanation of how preferred readings can be seen in media texts.</p> <p>Subsequent marks can be awarded for each additional or developed point.</p> <p>Two preferred readings must be dealt with but not necessarily equally. If only one preferred reading is referenced, a maximum of 7 marks can be awarded.</p>



Question		Generic marking instructions	Max mark	Marking instructions
5.	(a)	<p>Candidates must make a number of relevant factual points, or state characteristics and features as appropriate to the question asked. Points made need not be in any particular order.</p> <p>Candidates may provide a number of straightforward points or a smaller number of developed points.</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 description of an influence on attitudes and/or behaviours.</p> <p>Subsequent marks should be awarded for additional or developed descriptions.</p>
	(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 a particular order.</p> <p>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.</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 at least one key aspect and its influence on attitudes and/or behaviours.</p> <p>One mark should be given for each relevant point of explanation of how a key aspect may contribute to influencing attitudes and/or behaviours.</p> <p>Subsequent marks can be awarded for each additional or developed point.</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.</p> <p>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:</p> <p>One 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:</p> <p>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 MARKING INSTRUCTIONS]