



National
Qualifications
2022

2022 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: Analysis of 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 – genre, purpose, tone
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

Context-based key aspects
Audience – target audience, preferred reading, different audience reactions, consumption
Institution – internal factors, external factors
Society – time, place (for example facts, information, ideas, history, circumstances, events, politics, technology or any other factors relevant to the society in which particular examples of media content were made and/or set)

Roles of media
Meeting needs – entertainment, education, information
Achieving particular purposes – profit, promotion, public service
Influencing attitudes and behaviour – intentionally, unintentionally
 - (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 must discuss at least two aspects of media literacy in relation to their chosen print text:

Content-based key aspects

Categories – genre, purpose, tone

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

Context-based key aspects

Audience – target audience, preferred reading, different audience reactions, consumption

Institution – internal factors, external factors

Society – time, place (for example facts, information, ideas, history, circumstances, events, politics, technology or any other factors relevant to the society in which particular examples of media content were made and/or set)

- (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.</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>1 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>1 mark should be given for each valid description of an element of narrative structure, or particular codes or conventions.</p> <p>Subsequent marks should be given for additional or developed points.</p> <p>Several different aspects of narrative may be described, or one type of narrative developed.</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.</p>	2	<p>Candidates can be awarded up to 2 marks as follows:</p> <p>1 mark should be given for each valid description of an audience reaction.</p> <p>A subsequent mark should be given for additional or developed description.</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.</p> <p>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>1 mark should be given for each relevant point of explanation; where specific reactions to be explained are not identified in the question.</p> <p>1 mark should be given for first identifying what the reactions 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>Marks can be given for explanation of how content was constructed to shape audience reactions, as follows:</p> <p>Candidates must show a causal relationship between how the content is constructed and audience reaction.</p> <p>1 mark should be given for each relevant point of explanation of how content has been constructed to create the reactions.</p>
3.	(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>	2	<p>Candidates can be awarded up to 2 marks as follows:</p> <p>1 mark should be given for each valid description of a tone in media content.</p> <p>A subsequent mark should be given for additional or developed description.</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.</p> <p>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>1 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 technical and/or cultural codes and the way the tone has been created.</p> <p>1 mark should be given for each relevant point of explanation of how technical and/or cultural codes have been used to create tone.</p> <p>Subsequent marks can be awarded for each additional or developed point.</p>
4.		<p>Candidates must 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.</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>1 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, as follows:</p> <p>Award 1 mark for each explanation of how stereotypes have been used or challenged in media content they have studied.</p> <p>Subsequent marks can be given for development of a relevant point, which might include additional explanation or exemplification.</p>

Question	Generic marking instructions	Max mark	Marking instructions
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.</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>1 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 awarded in a number of ways, up to a maximum of 10 marks.</p> <p>1 mark should be given for each relevant point of explanation of how media content is created to meet audience needs.</p> <p>Subsequent marks should be given for additional or developed points, which relate media content to meeting audience needs.</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:</p> <p>1 mark should be awarded for each relevant point of explanation.</p> <p>Subsequent marks should be awarded for any points of explanation which are developed.</p>	10	<p>Candidates can be awarded up to 10 marks as follows:</p> <p>1 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 5 marks can be awarded.</p>

[END OF MARKING INSTRUCTIONS]