



National
Qualifications
2023

2023 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: purpose, tone, genre

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 responses, 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

Meeting particular purposes: profit, promotion, public service

Influencing attitudes and behaviours: 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: purpose, tone, genre

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 responses, 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.	(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>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>	8	<p>Candidates can be awarded up to 8 marks as follows:</p> <p>For each genre convention: 1 mark should be given for a valid description of a convention.</p> <p>Subsequent marks should be given for additional or developed points.</p>
	(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.</p>	2	<p>Candidates can be awarded up to 2 marks as follows:</p> <p>1 mark should be awarded for each valid explanation of why these genre conventions might have been chosen.</p> <p>Subsequent marks can be awarded for additional or developed points.</p>

Question		Generic marking instructions	Max mark	Marking instructions
2.		<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.</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 explanation of how media content uses language features to create representations.</p> <p>Subsequent marks can be awarded for additional or developed points.</p>
3.		<p>Candidates must make a number of relevant, factual points, or state characteristics and features, as appropriate to the question asked.</p> <p>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>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 awarded 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.</p> <p>Subsequent marks should be given for any additional or developed points.</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.</p> <p>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>1 mark should be given for each relevant point.</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 institutional factor in media content.</p> <p>Subsequent marks could be given for any additional or developed points.</p>
	(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.</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 relevant internal/external factors and the media content.</p> <p>1 mark should be given for each relevant point of explanation of how content has been influenced by internal/external factors.</p> <p>Subsequent marks can be awarded for each additional or developed point, including exemplification.</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
5.	(a)	<p>Candidates must make a number of relevant factual points, or state characteristics and features as appropriate to the question asked.</p> <p>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>1 mark should be given for each relevant point.</p>	2	<p>Candidates can be awarded up to 2 marks as follows:</p> <p>1 mark should be given for a valid description of an attitude or behaviour.</p> <p>Subsequent marks should be awarded for additional or developed descriptions.</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 at least one key aspect of media content and behaviours/attitudes.</p> <p>1 mark should be given for each relevant point of explanation of the influence of media content studied on people's behaviours or attitudes; and 1 mark given for exemplification of the relevant media content and the behaviours/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> <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>

Section 2 - Analysing 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> <p>TEXT A - Film poster</p> <p>Candidates may comment on a range of elements of the poster which have the purpose of informing the audience about the film through language codes, categories, narrative and/or representations and/or the audience appeal of these elements to a specific demographic.</p> <p>For example they may discuss:</p> <ul style="list-style-type: none"> - the setting of the two castles as markers of the fantasy genre and a convention of fantasy such as a setting in a magical world; - character conventions from the fairytale genre like a fairytale princess/fairy godmother/witches; - coming of age teen conventions like a school setting or a headmistress; - narrative conventions for fantasy like a battle between good and evil; - the contrasting use of colour on the poster to indicate binary oppositions in the narrative; - the contrasting codes of flowers and thorns and discuss what they indicate about genre, narrative and/or representation of character or setting; - the body language and costumes of the characters and link this to specific individual representations;

Question	Generic marking instructions	Max mark	Marking instructions
			<ul style="list-style-type: none"> - the positioning of the two central characters facing in opposite directions indicating elements of the narrative or character representations; - other elements of mise-en-scène such as the dark chair, pathetic fallacy of the lightning or sunset, the fairy dust etc and connect this to narrative, genre or representation; - the gender balance and diversity of the group connected to audience appeal or discuss in terms of how it reflects societal values of the time and place when the film is made and/or set; - the specific word choice of the tagline connected to narrative, representations or genre; - the repeated references to Paul Feig as the director and link this to audience appeal; - the smaller tagline referencing the bestselling books the film is based on and link this to the audience. <p>Candidates may make a single relevant point of explanation for these areas, or they may gain subsequent marks for any points of explanation which are developed.</p> <ul style="list-style-type: none"> - It is unlikely that the candidate will be able to make detailed enough points about the Netflix logo or the release date, unless they do so in terms which show a more developed understanding of their purpose in terms of institution. <p>Text B - Magazine cover</p> <p>Candidates may comment on a range of elements of the magazine cover which have the purpose of informing the audience about the content of the magazine and/or the audience appeal of these to specific audience demographics.</p>

Question	Generic marking instructions	Max mark	Marking instructions
			<p>For example they may discuss:</p> <ul style="list-style-type: none"> - the central image in terms of the use of a specific camera shot and angle and discuss how it creates a representation and/or appeals to audience; - the clothing of the biker and discuss how it creates a specific representation and/or appeals to a specific audience; - the prop of the bike and its appeal to audience; - the choice of setting for the main image connected to representation and/or how it appeals to a specific target audience; - the masthead position and design, discussing what it suggests about the style of the magazine, or connect its connotations with the content of the magazine; - the promotional pug offering additional free items in the top left corner and connect this to appeal to audience; - the bold, sans-serif and angled font style for the taglines connected to the style of the magazine, the appeal to audience or the content; - the graphic design for the puff which imitates a wheel; - the specialist language and educational focus of the taglines and the reference to skills and products connected to a specific audience demographic; - the use of direct address and punctuation in the language of the taglines to engage with a specific audience; - the gender of the biker in the image and what this suggests about the societal values of the time and/or place the magazine was released; - the orange, white and black colour palette of the cover connected to the central image or discuss connotations of the colours.

Question	Generic marking instructions	Max mark	Marking instructions
			<p>Candidates may make a single relevant point of explanation for these areas, or they may gain subsequent marks for any points of explanation which are developed.</p> <ul style="list-style-type: none"> - It is unlikely that candidates will be able to discuss the publisher name or issue release date, unless they do so in terms which demonstrates a strong understanding of these connected to institutional factors. <p>Text C - Advert</p> <p>Candidates may comment on a range of language codes which have the purpose of informing the audience about the product and encouraging a specific target demographic to buy the product.</p> <p>For example they may discuss:</p> <ul style="list-style-type: none"> - the representation of the older woman connected with stereotypes of mothers/grandmothers; - the representation of the girl connected to representations of gender; - the cultural codes of the baking materials on the counter connected to representation or stereotypes of gender; - the colour palette of their baking items on the counter connected to representation or stereotypes of gender; - the general representation of the kitchen as a whole and discuss this in terms of social class or gender; - the older design of some of the kitchen items and the representation this creates of the setting; - the costume items of the older woman in terms of representation of gender, age or social class; - the costume items of the girl in terms of representations of

Question	Generic marking instructions	Max mark	Marking instructions
			<ul style="list-style-type: none"> - gender, age and social class; - the shared colour palette of the costumes and the representation this creates of the relationship between the older woman and the girl; - the facial expression of the older woman and the representation this creates of their relationship; - the proximity and positioning of the older woman and the girl and the representation this creates of their relationship; - the prop of the flour spread around the kitchen and what representation this creates of the product; - the high angle shot and its impact on displaying the product to the audience; - the lighting of the scene and discuss this in terms of product placement, representation or appeal to audience; - the specific language of the campaign slogan and link it to the scene depicted in the central image, the representation of the product or the appeal to the audience. <p>Candidates may make a single relevant point of explanation for these areas, or they may gain subsequent marks for any points of explanation which are developed.</p> <ul style="list-style-type: none"> - It is unlikely that candidates will be able to discuss the company name, logo or website details in considerable detail, unless they do so in terms which demonstrates a strong understanding of these connected to institutional factors.

[END OF MARKING INSTRUCTIONS]