

2023 Media

Analysis of Media

Higher

Finalised Marking Instructions

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General marking principles for Higher Media: Analysis of media content

Always apply these general principles. Use them in conjunction with the detailed marking instructions, which identify the key features required in candidates' responses.

- (a) Always use positive marking. This means candidates accumulate marks for the demonstration of relevant skills, knowledge and understanding; marks are not deducted for errors or omissions.
- (b) If a 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.
- (c) Candidates have the option to refer to one or more than one media text in their responses to each question.
- (d) Key aspects 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 to use in their answer, 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 aspect analysis

Categories – genre, purpose, tone, style

Language — medium/form-specific technical codes, cultural codes, anchorage

Narrative — structures, codes, conventions

Representation — representations, selection and portrayal, ideological discourses.

Context-based key aspect analysis

Audience — target audience, preferred reading, differential decoding, consumption Institution — internal controls and constraints, external controls and constraints Society — relevant to the time and/or place of production or setting of the referenced content.

- (e) Award marks only where points relate to the guestion asked.
- (f) For analysis questions candidates must identify relevant parts of a subject, the relationship between them and their relationship with the whole. They may need to draw out and relate implications. Candidates respond to a question stem and two parts, (a) and (b), which they must address in their response.

Candidates must identify content and/or context-based media analysis concepts as appropriate to parts (a) and (b), exemplify these by reference to media content, and relate these to the focus of the stem. Points made do not need to be in any particular order.

For each of parts (a) and (b), award up to a maximum of 10 marks as follows. Select the band descriptor which most closely describes the standard of the response. Once the best fit has been selected

- where the response just meets the standard described, award the lowest mark from the range
- where the response almost matches the band above, award the highest mark from the range
- where the response fully meets all the standards described in the top band descriptor, award the highest mark from the range.

Marking Instructions for each question

1. Internal and/or external institutional factors influence the ways that key aspects such as narrative and/or representations and/or language are used in media content.

Analyse how this statement applies to media content you have studied. In your response you must:

(a) give detailed information about internal and/or external institutional factors and how they have influenced the media content

Candidates are expected to:

- demonstrate knowledge and understanding of institutional factors, as appropriate to the referenced content
- give specific and valid exemplification of the referenced institutional factors in relation to at least one example of media content
- make points which analyse the relationship between the institutional factors and the content.

10-9	8-7	6-5	4-3	2-1	0
Candidates decode at	Candidates decode at	Candidates decode at	Candidates explain at	Candidates identify at	Candidates give no
least two different,	least one relevant	least one relevant	least one possible	least one possible	information relevant to
relevant institutional	institutional factor in	institutional factor in	institutional factor.	institutional factor.	the question.
factors in detail.	1 ,	some detail. They may			
		· · ·	OR	Candidates give one or	
	detail, or more than one	· ·		more relevant examples	
1 \	in some detail.	than one in lesser	Candidates make a link	from media content.	
on the relationship		detail.	between institutional		
	Candidates comment on		factor(s) and the		
	· ·		referenced content.		
referenced content.		between institutional			
	` '	` '	Candidates exemplify		
Candidates exemplify	referenced content.		the explanation or link		
and discuss each			with one or more		
institutional factor with		Candidates exemplify	relevant references to		
•	and discuss institutional		media content.		
media content.	l l	with relevant references			
	references to media	to media content.			
	content.				

(b) analyse how narrative and/or representations and/or language have been influenced by institutional factors.

Candidates are expected to:

- demonstrate knowledge and understanding of relevant concepts from narrative and/or representations and/or language
- give specific and valid exemplification of the chosen key aspect(s) from at least one example of media content
- make points which analyse the ways in which the chosen key aspect(s) have been influenced by institutional factors.

Candidates can focus on one key aspect from narrative, representations or language, or select from across these.

If candidates choose narrative, relevant concepts include: structures, codes and conventions.

If candidates choose representation, relevant concepts include: selection and portrayal, stereotypes, non-stereotypes, cultural assumptions, ideological discourses.

If candidates choose language, relevant concepts include: technical codes, cultural codes and anchorage.

10-9	8-7	6-5	4-3	2-1	0
Candidates decode	Candidates decode narrative	Candidates decode narrative	Candidates explain	Candidates	Candidates
narrative and/or	and/or representations and/or		narrative and/or	identify a relevant	give no
representations and/or			•	concept from	information
5 5			, , ,	narrative and/or	relevant to the
		relevant concept from within			question.
·	key aspects. They may use one	or across these key aspects.	within or across these key	and/or language.	
across these key aspects.	concept in detail, or more	They may use one concept in	aspects.		
	than one in some detail.	some detail, or more than		Candidates give	
Candidates make		one in lesser detail.	OR	one or more	
•	Candidates comment on the			relevant examples	
the relationship between	•	Candidates make a link to		from media	
the selected key aspect(s)			1	content.	
and institutional factors.	institutional factors.		aspect and institutional		
		. ,	factors.		
Candidates exemplify and		concepts with relevant			
discuss each concept with		references to media content.			
•	developed references to media		explanation or link with		
media content.	content.		one or more relevant		
			references to media		
			content.		

2. The use of categories (such as genre, purpose, tone or style) in media content can be influenced by society factors. Categories can also be influenced by the audience(s) being targeted, although not all audiences will respond in the same way.

Analyse how this statement applies to media content you have studied. In your response you must:

(a) analyse the use of categories in the media content

Candidates are expected to:

- demonstrate knowledge and understanding of relevant categories from purpose, genre, tone and/or style
- give specific and valid exemplification of the referenced categories from at least one example of media content
- make points which analyse the use of categories in the referenced media content.

10-9	8-7	6-5	4-3	2-1	0
Candidates decode	Candidates decode	Candidates decode	Candidates explain	Candidates identify a	Candidates give no
categories in detail	categories in detail	categories in some	how at least one	relevant use of	information relevant
using at least two			category has been	categories.	to the question.
relevant concepts.	relevant concept.	one relevant concept.	used.		
	They may use one	They may use one		Candidates give one or	
			OR	more relevant	
developed comment(s)	more than one in some	detail, or more than		examples from media	
on the relationship	detail.	one in lesser detail.	Candidates make a link	content.	
between the use of			between the use of		
categories and the	Candidates make	Candidates make a link	categories and the		
referenced content.	comment(s) on the	between the use of	referenced content.		
	relationship between	categories and the			
	the use of categories		Candidates exemplify		
and discuss each	and the referenced		the explanation or link		
•	content.		with one or more		
developed references		concepts with relevant	relevant references to		
to media content.	Candidates exemplify	references to media	media content.		
	and discuss concepts	content.			
	with developed				
	references to media				
	content.				

(b) analyse society and/or audience factors in relation to categories.

Candidates are expected to:

- demonstrate knowledge and understanding of appropriate society and/or audience factor(s)
- give specific and valid exemplification of the referenced society and/or audience factors from at least one example of media content
- make points which analyse society and/or audience factors in relation to categories.

Candidates can focus on factors from just society or audience contexts, or from both.

If candidates choose society, relevant concepts include: contexts and/or ideas relevant to the time and/or place of production and/or setting of the referenced content.

If candidates choose audience, relevant concepts include: target audience, preferred reading, differential decoding and/or consumption as appropriate to the referenced content.

10-9	8-7	6-5	4-3	2-1	0
Candidates decode society	Candidates decode society and/or	Candidates decode society	Candidates explain at	Candidates	Candidates
and/or audience factor(s) in	audience factor(s) in detail using	and/or audience factor(s) in	least one society and/or	identify at least	give no
detail using at least two	at least one relevant concept.	some detail using one		,	information
relevant concepts.		relevant concept. They may		audience factor.	relevant to
			OR		the question.
Candidates make developed		detail, or more than one		Candidates give	
comment(s) on the		concept in lesser detail.	Candidates make a link	one or more	
relationship between the	Candidates make comment(s) on			relevant examples	
	the relationship between the			from media	
factor(s) and the use of	society and/or audience factor(s)	,	_	content.	
categories.		()	in the referenced content.		
		use of categories in the			
Candidates exemplify and	Candidates exemplify and discuss	referenced content.	Candidates exemplify the		
	society and/or audience factors		explanation or link with		
` '	with developed references to	, , ,	one or more relevant		
developed references to	media content.	factors with relevant	references to media		
media content.		references to media	content.		
		content.			

3. Analyse in detail how relevant key aspects of media literacy have been used in similar and/or different ways in your chosen pair of media texts. You must make reference to both texts.

Candidates are expected to:

- demonstrate knowledge and understanding of appropriate key aspects of media literacy
- give specific and valid exemplification to support analysis of the referenced key aspects from the chosen pair of texts
- make points which analyse the similarities and/or differences between the texts.

10-9	8-7	6-5	4-3	2-1	0
Candidates make at	Candidates make at	Candidates make at	Candidates give an	Candidates identify how	Candidates give no
least five developed	least three developed			key aspects have been	information about how
points of analysis.	points of analysis or	points of analysis or	aspects have been used	used in the media	key aspects have been
	they may make more	they may make more	in the media text(s).	text(s).	used in the media texts.
Candidates make	points of analysis in	points of analysis in			
developed comment on	some detail.	lesser detail.	Candidates exemplify	Candidates make some	
the similarities and/or			the explanation with	relevant references to	
differences between the	Candidates comment on	Candidates make some	some relevant	the text(s).	
texts.	the similarities and/or	links between the texts.	references to the		
	differences between the		text(s).		
Candidates analyse at		If candidates analyse			
least two key aspects.		, , ,	If candidates make no		
	Candidates analyse at	award a maximum of 6	link between the texts,		
	least two key aspects.	marks.	or if they only analyse		
			one text, award a		
			maximum of 4 marks.		

[END OF MARKING INSTRUCTIONS]