National Qualifications 2023

2023 Media

Analysis of Media

Higher

Finalised Marking Instructions

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 question 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 least two different, relevant institutional factors in detail. Candidates make developed comment(s) on the relationship between institutional factors and the referenced content. Candidates exemplify and discuss each institutional factor with developed references to media content.	Candidates decode at least one relevant institutional factor in detail. They may deal with one response in detail, or more than one in some detail. Candidates comment on the relationship between institutional factor(s) and the referenced content. Candidates exemplify and discuss institutional factors with developed references to media content.	Candidates decode at least one relevant institutional factor in some detail. They may deal with one response in some detail, or more than one in lesser detail. Candidates make a link between institutional factor(s) and the referenced content. Candidates exemplify institutional factors with relevant references to media content.	Candidates explain at least one possible institutional factor. **OR** Candidates make a link between institutional factor(s) and the referenced content. Candidates exemplify the explanation or link with one or more relevant references to media content.	Candidates identify at least one possible institutional factor. Candidates give one or more relevant examples from media content.	Candidates give no information relevant to the question.

(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 narrative and/or representations and/or language in detail using at least two relevant concepts from within or across these key aspects. Candidates make developed comment(s) on the relationship between the selected key aspect(s) and institutional factors. Candidates exemplify and discuss each concept with developed references to media content.	Candidates decode narrative and/or representations and/or language in detail using at least one relevant concept from within or across these key aspects. They may use one concept in detail, or more than one in some detail. Candidates comment on the relationship between the selected key aspect(s) and institutional factors. Candidates exemplify and discuss concepts with developed references to media content.	Candidates decode narrative and/or representations and/or language in some detail using at least one relevant concept from within or across these key aspects. They may use one concept in some detail, or more than one in lesser detail. Candidates make a link to institutional factors. Candidates exemplify concepts with relevant references to media content.	Candidates explain narrative and/or representations and/or language in terms of a relevant concept from within or across these key aspects. **OR** Candidates make a link between at least one key aspect and institutional factors. Candidates exemplify the explanation or link with one or more relevant references to media content.	Candidates identify a relevant concept from narrative and/or representations and/or language. Candidates give one or more relevant examples from media content.	Candidates give no information relevant to the question.

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

(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 and/or audience factor(s) in detail using at least two relevant concepts. Candidates make developed comment(s) on the relationship between the society and/or audience factor(s) and the use of categories. Candidates exemplify and discuss each society and/or audience factor(s) with developed references to media content.	Candidates decode society and/or audience factor(s) in detail using at least one relevant concept. They may use one concept in detail, or more than one in some detail. Candidates make comment(s) on the relationship between the society and/or audience factor(s) and the use of categories. Candidates exemplify and discuss society and/or audience factors with developed references to media content.	Candidates decode society and/or audience factor(s) in some detail using one relevant concept. They may use one concept in some detail, or more than one concept in lesser detail. Candidates make a link between the society and/or audience factor(s) and the use of categories in the referenced content. Candidates exemplify factors with relevant references to media content.	Candidates explain at least one society and/or audience factor. **OR** Candidates make a link between the society and/or audience factor and the use of categories in the referenced content. Candidates exemplify the explanation or link with one or more relevant references to media content.	Candidates identify at least one society or audience factor. Candidates give one or more relevant examples from media content.	Candidates give no information relevant to the question.

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

[END OF MARKING INSTRUCTIONS]