



National  
Qualifications  
2025

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**2025 Media**

**National 5**

## **Question Paper 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 valid 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 valid 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 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 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 valid, 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 valid point
- **each subsequent mark** can be awarded for development of a valid 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 valid 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 valid 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 valid 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, stereotyping, cultural assumptions

*Context-based key aspects*

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

Institution: internal factors, external factors

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.		<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><b>1 mark</b> should be given for each relevant description of a genre convention in media content.</p> <p>Subsequent marks should be given for additional or developed descriptions, including exemplification.</p>	<b>10</b>	<p>Candidates can be credited in a number of ways, up to a maximum of <b>10 marks</b>, as follows:</p> <p><b>1 mark</b> should be given for each relevant description of a genre convention in media content.</p> <p><b>1 mark</b> should be given for each relevant point of exemplification.</p> <p>Subsequent marks should be given for additional or developed descriptions, including exemplification.</p>

Question		Generic marking instructions	Max mark	Marking instructions
2.		<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.</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><b>1 mark</b> 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 <b>10 marks</b>.</p> <p><b>1 mark</b> should be given for each valid explanation of how stereotypes/non-stereotypes are used and/or challenged in media content.</p> <p>Subsequent marks should be given for additional or developed explanations.</p> <p>The terms ‘stereotype’ or ‘non-stereotype’ do not explicitly need to be used as some candidates will discuss representation in general terms. However, the examples used must be clear examples of stereotypes or non-stereotypes and not simple descriptions of a character in media content. The candidate must show understanding that a stereotype is a fixed or widely-held image of a particular type of person or thing and explain how this can or cannot be seen in media content they have studied.</p>
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><b>1 mark</b> 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 <b>10 marks</b>, as follows:</p> <p><b>1 mark</b> should be given for each valid description of narrative in media content.</p> <p>Subsequent marks should be given for developed points, including exemplification.</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>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><b>1 mark</b> should be given for each relevant point.</p>	2	<p>Candidates can be awarded up to <b>2 marks</b> as follows:</p> <p><b>1 mark</b> should be given for each valid description of an institutional factor in media content.</p> <p>NB sometimes the answer to the a) question can be found in the b) answer and should be credited as an a) point.</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><b>1 mark</b> 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 <b>8 marks</b>.</p> <p>For each institutional factor described in (a):</p> <p>Candidates must show at least one causal relationship between the factor and the key aspect.</p> <p><b>1 mark</b> 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>NB sometimes the answer to the b) question can be found in the a) answer and should be credited as a b) point</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; industries; professional practice; competition; sources of finance; any other relevant factor.</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 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><b>1 mark</b> 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 <b>10 marks</b>.</p> <p><b>1 mark</b> should be given for each relevant point of explanation indicating how the media content meets audience needs.</p> <p>Subsequent marks can be awarded for each additional or developed point, including exemplification.</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><b>1 mark</b> 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 <b>10 marks</b> as follows:</p> <p><b>1 mark</b> 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 <b>5 marks</b> can be awarded.</p> <p><b>TEXT A - Film poster ‘Testament of Youth’</b></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, representations, institutional factors, societal factors, and/or the audience appeal of these elements to a specific demographic(s).</p> <p>For example they may discuss:</p> <ul style="list-style-type: none"> <li>- the setting of the field of poppies as a marker of the war genre, or the field of flowers as a marker of the romantic genre and the appeal to different audiences</li> <li>- the montage of still images of the film to appeal to different audiences</li> <li>- character conventions from the war/romance/drama</li> <li>- the contrasting use of colour on the poster to indicate binary oppositions in the narrative;</li> <li>- the code of costume and what it indicates about genre, narrative and/or representation of character or setting;</li> <li>- the direct address of characters intriguing the audience and ‘inviting’ them into the narrative</li> <li>- the body language of the characters and link this to specific individual representations or key moments in the narrative;</li> </ul>

Question	Generic marking instructions	Max mark	Marking instructions
			<ul style="list-style-type: none"> <li>-the central characters embracing indicating elements of the narrative, genre or character representations;</li> <li>- the isolation of the soldier in the woods with a dim figure following in the background creating tone and hinting at narrative</li> <li>- the body language of the four characters in the pastoral scene, walking away from the audience and intriguing as to motive;</li> <li>- other elements of mise-en-scène such as the pathetic fallacy of the sunset, the prop of the gloves, French-style beret, the water’s edge and cliff and connect this to narrative, genre or representation;</li> <li>- the gender balance and diversity (or lack of) of the group of six characters in the frame below connected to audience appeal or how it reflects societal values of the time and place when the film is made and/or set;</li> <li>- the setting of the palatial home with the six well-dressed characters in front, hinting at contrasting character types in the film and appealing to different audiences</li> <li>- the specific word choice of the tagline connected to narrative, representations or genre;</li> <li>- the characters’ positioning dividing the tagline emphasising the contrast between ‘love’ and ‘war’</li> <li>- the use of ‘powerful’ and/or ‘best-selling’ in the smaller tagline referencing the bestselling memoir the film is based on and link this to audience</li> </ul> <p><b>TEXT B - Magazine Front Cover ‘The Week Junior’</b></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"> <li>- the central image in terms of the use of 'Planet v Plastics' and how this appeals to the target audience;</li> <li>- the clothing of the children and how it creates a specific representation and/or appeals to a specific audience;</li> <li>- the props and their appeal to audience;</li> <li>- the masthead position and design, what it suggests about the style and/or content of the magazine,</li> <li>- the large, bold, colourful sans-serif, 3D effect, cartoon-style and angled font style for the central image connected to the style of the magazine, the appeal to audience or the content;</li> <li>- the graphic design for the puffs</li> <li>- the specialist language and educational focus of the taglines and the reference to skills and products connected to a specific audience demographic;</li> <li>- the 'busy' nature of the front cover connoting the amount of information and topics inside</li> <li>- the use of direct address and punctuation in the language of the taglines to engage with a specific audience;</li> <li>- the gender of the children in the image and what this suggests about societal values of the time and/or place the magazine was released;</li> <li>- the varied colour palette of the cover connected to the central image or connotations of the colours</li> </ul> <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> <p>- 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>

Question	Generic marking instructions	Max mark	Marking instructions
			<p><b>TEXT C - Advertisement Zico Water</b> 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"> <li>- the representation of the woman connected with stereotypes of healthy individuals;</li> <li>- the representation of the woman connected to representations of gender;</li> <li>- the lack of background to create focus on the woman and water;</li> <li>- the inclusion of fresh lilies, entwined in the word ‘flourish’, indicating the health benefits of the drink</li> <li>- the pun of ‘crack life open’ connected with the coconut</li> <li>- the use of colour and limited palette putting focus on the drink</li> <li>- the costume, hair and jewellery of the woman in terms of representations of gender, age and social class;</li> <li>- the direct address of ‘your body will thank you’ including the viewer</li> <li>- the facial expression of the woman and the representation this creates of her enjoyment of the water;</li> <li>- the mid angle shot and its impact on displaying the product to the audience;</li> <li>- the lighting of the scene in terms of product placement, representation or appeal to audience;</li> <li>- 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.</li> </ul> <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>

[END OF MARKING INSTRUCTIONS]