



National
Qualifications
RESOURCE

X848/76/01

**Media:
Analysis of media content**

Marking Instructions

Please note that these marking instructions have not been standardised based on candidate responses. You may therefore need to agree within your centre how to consistently mark an item if a candidate response is not covered by the 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. Do not penalise candidates for using the same text across both questions.
- (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 – selection and portrayal, stereotypes, non-stereotypes, cultural assumptions and 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 and/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(a) Candidates are expected to:

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

Relevant factors include: target audience, preferred reading, differential decoding and consumption.

10-9	8-7	6-5	4-3	2-1	0
<p>Candidates decode at least two different, relevant audience factors in detail.</p> <p>Candidates make insightful comment(s) on the relationship between audience factors and the referenced content.</p> <p>Candidates exemplify and discuss each audience factor with developed references to media content.</p>	<p>Candidates decode at least one relevant audience factor in detail. They may deal with one factor in detail, or more than one in some detail.</p> <p>Candidates make comment(s) on the relationship between audience factor(s) and the referenced content.</p> <p>Candidates exemplify and discuss each audience factor with developed references to media content.</p>	<p>Candidates decode at least one relevant audience factor in some detail. They may deal with one factor in some detail, or more than one in lesser detail.</p> <p>Candidates make a link between audience factor(s) and the referenced content.</p> <p>Candidates exemplify each audience factor with relevant references to media content.</p>	<p>Candidates explain at least one relevant audience factor.</p> <p>Candidates exemplify the explanation with one or more relevant references to media content.</p>	<p>Candidates identify at least one relevant audience factor.</p> <p>Candidates give one or more relevant examples from media content.</p>	<p>Candidates give no information relevant to the question.</p>

1(b) Candidates are expected to:

- demonstrate knowledge and understanding of relevant concepts from categories and/or language and/or representations
- 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 audiences might respond to the chosen key aspect(s)

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

If candidates choose categories, relevant concepts include: genre, tone, purpose and style.

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

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

10-9	8-7	6-5	4-3	2-1	0
<p>Candidates decode categories and/or language and/or representations in detail using at least two relevant concepts from within or across these key aspects.</p> <p>Candidates make insightful comment(s) on the relationship between the selected key aspect(s) and audience factors.</p> <p>Candidates exemplify and discuss each concept with developed references to media content.</p>	<p>Candidates decode categories and/or language and/or representations 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.</p> <p>Candidates make comment(s) on the relationship between the selected key aspect(s) and audience factors.</p> <p>Candidates exemplify and discuss each concept with developed references to media content.</p>	<p>Candidates decode categories and/or language and/or representations 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.</p> <p>Candidates make a link to audience factors.</p> <p>Candidates exemplify each concept with relevant references to media content.</p>	<p>Candidates explain categories and/or language and/or representations in terms of a relevant concept from within or across these key aspects.</p> <p>OR</p> <p>Candidates make a link between at least one key aspect and audience factors.</p> <p>Candidates exemplify the explanation or link with one or more relevant references to media content.</p>	<p>Candidates identify a relevant concept from categories and/or language and/or representations.</p> <p>Candidates give one or more relevant examples from media content.</p>	<p>Candidates give no information relevant to the question.</p>

2(a) Candidates are expected to:

- demonstrate knowledge and understanding of relevant narrative structures, codes and/or conventions
- give specific and valid exemplification of the referenced narrative structures, codes and/or conventions from at least one example of media content
- make points which analyse the use of narrative in the referenced media content

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

2(b) Candidates are expected to:

- demonstrate knowledge and understanding of appropriate society and/or institutional factor(s)
- give specific and valid exemplification of the referenced society and/or institutional factors from at least one example of media content
- make points which analyse the relationship between the society and/or institutional factors and the use of narrative

Candidates can focus on factors from just society or institutional 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 institutions, relevant concepts include: internal controls and/or constraints and/or external controls and/or constraints as appropriate to the referenced content.

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

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

[END OF MARKING INSTRUCTIONS]