



National
Qualifications
SPECIMEN ONLY

S848/75/11

Media

Date — Not applicable

Duration — 2 hours

Total marks — 60

SECTION 1 — ANALYSIS OF MEDIA CONTENT IN CONTEXT — 50 marks

Attempt ALL questions.

SECTION 2 — ANALYSIS OF A MEDIA TEXT — 10 marks

Attempt the question.

Write your answers clearly in the answer booklet provided. In the answer booklet you must clearly identify the question number you are attempting.

Use **blue** or **black** ink.

Before leaving the examination room you must give your answer booklet to the Invigilator; if you do not, you may lose all the marks for this paper.



* S 8 4 8 7 5 1 1 *

SECTION 1 — ANALYSIS OF MEDIA CONTENT IN CONTEXT — 50 marks**Attempt ALL questions**

You may refer to the same or different media texts in your response to each question.

1. Genres can be recognised by their conventions.
Describe in detail the genre conventions of media content you have studied. 10

2. Language features such as technical and cultural codes are used to create preferred readings in media content.
 - (a) Describe one or more preferred readings in media content you have studied. 2
 - (b) Explain in detail how technical and/or cultural codes have been used to create this reading(s). 8

3. Media texts are carefully constructed to target particular audiences.
 - (a) Describe one or more target audience(s) for media content you have studied. 2
 - (b) Explain in detail how key aspects such as representation or narrative have been used to target these audience(s). 8

4. Institutional contexts such as budget, ownership and regulation affect media content.
 - (a) Describe **two** institutional factors that are relevant to media content you have studied. 2
 - (b) Explain in detail how these institutional factors have affected media content you have studied. 8

5. Explain in detail how media content you have studied might influence attitudes and/or behaviours. 10

[Turn over

SECTION 2 — ANALYSIS OF A MEDIA TEXT — 10 marks

6. Media texts are made with particular purposes and for specific audiences. With reference to purpose and/or audience explain in detail how relevant key aspects of media literacy have been used in the film poster on *page 04*.

In your answer you must refer to at least **two** of the following key aspects in relation to purpose and audience:

- Language
- Representation
- Categories
- Narrative
- Audience
- Institutions
- Society

10

SECTION 2

Film poster



[END OF SPECIMEN QUESTION PAPER]

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DO NOT WRITE ON THIS PAGE

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Section 2 — Film Poster — *The Expendables 2*.

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National Qualifications
SPECIMEN ONLY

S848/75/01

Media

Marking Instructions

These marking instructions have been provided to show how SQA would mark this specimen question paper.

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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: 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 responses, consumption

Institution: internal factors, external factors

Society: time, place (for example facts, information, ideas, history, circumstances, events, politics, technology or any other factors valid 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 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 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 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 the print text:

Content-based key aspects

Categories: purpose, tone, genre

Language: technical codes, cultural codes, anchorage

Narrative: structures, codes, conventions

Representation: selection and portrayal, stereotyping, cultural assumptions

Context-based key aspects

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

Institution: internal controls and constraints, external controls and constraints

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>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 up to a maximum of 8 marks, as follows:</p> <p>For the referenced genre, 1 mark should be given for each valid convention described, and a second given for an example of how it has been used in the selected text.</p> <p>Descriptions of genre may include any valid conventions such as: technical and cultural codes, style, tone, theme, narrative, representation or other content references. These will draw on, but need not explicitly use the terminology of, key aspects.</p>
2.	(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.</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>	2	<p>Candidates can be awarded up to 2 marks as follows:</p> <p>1 mark should be given for a valid point that describes a preferred reading.</p> <p>A second mark should be given for a second point, or development of the developed description of a preferred reading.</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. 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; where specific factors to be explained are not identified in the question, one mark should be given for first identifying what the factors are.</p> <p>Each subsequent mark can be given for development of a relevant point, including exemplification.</p>	8	<p>Up to a maximum of 10 marks can be awarded as follows:</p> <p>Candidates must show a causal relationship between technical/cultural codes and preferred reading.</p> <p>1 mark should be given for each relevant point of explanation of how technical and/or cultural codes have been used to create the reading.</p> <p>Subsequent marks should be given for any points that are developed.</p>
3.	(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>1 mark should be given for each relevant point.</p>	2	<p>Up to a maximum of 2 marks:</p> <p>Award 1 mark for each point used to describe the target audience in terms of two from: characteristics, needs and expectations.</p> <p>If 'characteristics' is chosen, more than one feature should be given. References may be made to demographics, socio-economics, nationality, place, or other relevant characteristics.</p> <p>If 'needs' is chosen, one valid point about needs, or at least two stated needs, should be given.</p> <p>If 'expectations' is chosen, one valid point about expectations, or at least two stated expectations, should be given.</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. 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; where specific factors to be explained are not identified in the question, 1 mark should be given for first identifying what the factors are.</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 10 marks.</p> <p>Candidates must show at least one causal relationship between the audience being targeted and a key aspect.</p> <p>1 mark should be given for each relevant point of explanation of how elements of the selected key aspect(s) of the text have been used to target the audience(s).</p> <p>Subsequent marks should be given for any points that are developed.</p> <p>Explanation may include targeting of more than one audience, or use of more than one feature of the selected key aspect(s).</p>
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>1 mark should be given for each relevant point.</p> <p>Second and subsequent marks should be given for any point that is developed.</p>	2	<p>Candidates can be credited in a number of ways, up to a maximum of 4 marks.</p> <p>They may describe several relevant elements of one institutional factor in detail, or describe a number of different institutional factors that are relevant.</p> <p>1 mark should be given for each valid, relevant point made. Subsequent marks should be given for any points that are developed.</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
	(b)	<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 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; where specific factors to be explained are not identified in the question, one mark should be given for first identifying what the factors are.</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 an institutional factor and a key aspect.</p> <p>1 mark should be given for each relevant point of explanation of the effect of the institutional factor(s) on any key aspect of the content.</p> <p>Subsequent marks should be given for any points that are developed.</p>
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 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; where specific factors to be explained are not identified in the question, one mark should be given for first identifying what the factors are.</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 6 marks.</p> <p>Candidates must show at least one causal relationship between media content and behaviour/attitudes.</p> <p>1 mark should be given for each relevant point of explanation of the influence of media content studied on people's behaviour or attitudes; and 1 mark given for exemplification of the relevant media content and the behaviour/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>

Question		Generic marking instructions	Max mark	Marking instructions
				<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> <p>Content can be described in a general way or by close textual exemplification. Key aspect terms may, but need not, be used. Single or multiple texts may be referenced.</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>1 mark should be awarded for each relevant point of explanation.</p> <p>Subsequent marks should be given 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 five marks can be awarded.</p>

[END OF SPECIMEN MARKING INSTRUCTIONS]

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Change since last published:

Formatting updated to match current house style.

Section 2 changed from Text A, B or C to Text A only.