



National
Qualifications
2024

2024 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 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: 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 relevant to the content and question, and corresponds to the following:

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

Institution: internal controls and constraints, external controls and constraints

Society: time, place

Roles of media

Meeting needs: entertain, educate, inform

Influencing attitudes and behaviours: intentional, unintentional

Meeting particular purposes: profit, promotion, public service

- (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 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. 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 relevant 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 relevant 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: 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 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>1 mark 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 10 marks, as follows:</p> <p>1 mark 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>

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. 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 awarded up to 10 marks as follows:</p> <p>1 mark should be given for each valid description of narrative in media content. Subsequent marks should be given for developed points.</p>

Question			Generic marking instructions	Max mark	Marking instructions
3.	(a)		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.	2	Candidates can be awarded up to 2 marks as follows: 1 mark should be given for each valid description of a target audience. A subsequent mark should be given for additional or developed description.
	(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 reactions to be explained are not identified in the question.</p> <p>1 mark should be given for first identifying what the reactions 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. Marks can be given for explanation of how content was constructed to target particular audiences: Candidates must show a causal relationship between how the content is constructed and target audience.</p> <p>1 mark should be given for each relevant point of explanation of how content has been constructed to create the reactions.</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>1 mark should be given for any relevant factor described.</p> <p>A subsequent mark can be given for development of a relevant factor.</p>	2	<p>Candidates can be credited in a number of ways, up to a maximum of 2 marks, as follows:</p> <p>1 mark should be given for a relevant description of one society factor.</p> <p>A second mark could be given for a second relevant description of one society factor.</p> <p>OR</p> <p>Subsequent marks could be given for additional or developed descriptions.</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.</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>1 mark should be awarded for each relevant point of explanation.</p> <p>Each subsequent mark can be awarded 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, as follows:</p> <p>1 mark should be awarded for each relevant point of explanation of the influence of society on the media content.</p> <p>Subsequent marks should be awarded for additional or developed points.</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. 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 allocate:</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 in a number of ways, up to a maximum of 10 marks.</p> <p>Candidates must show at least one causal relationship between media content and achieving purposes.</p> <p>1 mark should be given for each relevant point of explanation of how the media content studied achieves purposes; and one mark given for exemplification of the relevant media content and the purpose being achieved.</p> <p>Subsequent marks should be given for any points that are developed.</p> <p>Explanation may relate to several relevant elements of a purpose, or a number of different purposes.</p> <p>More than one feature of the referenced content may be explained.</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. 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 awarded 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 5 marks can be awarded.</p>

[END OF MARKING INSTRUCTIONS]