SCOTTISH
QUALIFICATIONS
AUTHORITY

National Unit Specification: general information

UNIT   Media Analysis (Access 3)

NUMBER   D332 09

CLUSTER   Media Studies (Access 3)

SUMMARY

This unit is designed to develop basic skills in interpreting the meaning of a range of media texts and their relationships to social, institutional and audience contexts. The media studied could include print, radio, television, cinema, popular music, advertising and multimedia.

OUTCOMES

1   Understand media texts.
2   Describe personal reactions to media texts.
3   Identify the main contexts of the production of media texts.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

CREDIT VALUE

1 credit at Access 3.

National Unit Specification: general information (cont)

UNIT   Media Analysis (Access 3)

CORE SKILLS

This unit gives automatic certification of the following:

Complete core skills for the unit   None

Additional core skills components for the unit   Critical Thinking   Acc 3

Additional information about core skills is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

National Unit Specification: statement of standards

UNIT Media Analysis (Access 3)

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

NOTE ON RANGE FOR THIS UNIT

Media texts: at least **two** texts which cover print, non-print, fiction, non-fiction.

OUTCOME 1

Understand media texts.

Performance criteria
(a) Categorisation of text is accurate.
(b) Identification and explanation of codes is accurate.
(c) Description of narrative structure is accurate.
(d) Identification of stereotyping is accurate.

OUTCOME 2

Describe personal reactions to media texts.

Performance criteria
(a) Personal reactions are clearly identified.
(b) Personal reactions are explained in relation to the text.

OUTCOME 3

Identify the main contexts of the production of media texts.

Performance criteria
(a) Identification of target audience is justified by reference to the text.
(b) Main cost(s) and source(s) of finance are identified.

National Unit Specification: statement of standards (cont)

UNIT   Media Analysis (Access 3)

Evidence requirements for the unit

Evidence may be in handwritten, word processed, scribed and/or oral form. Oral evidence should be on audio or video tape. Responses may be elicited by supportive questioning on paper, disk, tape or through a personal interview situation.

Evidence for this unit will be in the form of analyses of at least two media texts which together provide exemplification for all classes in the range. Where appropriate, responses may be completed using annotations, comments, short answer responses relating to the text.

The specified range of media texts requires candidates to analyse both print and non-print texts and both fiction and non-fiction texts.

For **each** text, evidence must show the candidate's ability to:

- identify category or categories (Outcome 1, PC (a))
- identify at least **two** codes and explain their use (Outcome 1, PC (b))
- identify personal reactions and explain these by reference to the text (Outcome 2, PC (a) and PC (b))
- identify at least **one** target audience, and at least **one** cost and **one** source of finance (Outcome 3, PC (a) and PC (b))

For **either** text, evidence must show the candidate's ability to perform the following:
d
- escribe the narrative (Outcome 1, PC (c))
- identify stereotyping (Outcome 1, PC (d))

National Unit Specification: support notes

UNIT Media Analysis (Access 3)

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT

The focus of this unit is on the exploration of a range of familiar media texts. Candidates should develop basic skills in understanding textual features of media texts and in describing personal reactions and identifying the main production contexts.

For further advice on the content to be covered for this unit please refer to the Content section of the cluster specification. Detailed exemplars on content for each of the media follow in Tables 1-6 (Print, Radio, Television, Cinema, Popular Music, Advertising).

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

The methods of learning and teaching should be candidate-centred and inductive. Where possible, the teacher/lecturer should negotiate the texts studied and tasks undertaken. A purely theoretical approach should not be used – rather, the analytical skills and the related terminology should be situated and developed within the social contexts of teacher/lecturer-candidate and candidate-candidate interaction. The teacher/lecturer and candidates should collaborate in a series of individual and collective activities of gradually increasing complexity. Any technical or analytical terms involved should not be taught as separate from the activity itself but should be introduced as an integral part of that activity.

In this unit it will be important to establish the starting point of all candidates in terms of knowledge and understanding, and practical skills related to Media Studies. Discussion, brainstorming and class surveys are possible strategies to discover what particular areas of the media candidates know most about and which ones have most influence on their everyday lives.

Understanding of analytical methods should derive from direct experience of both analysis and related practical activities. Similarly, analysis of institutions and the processes of production should be carried out in two ways: by working through various production stages from the end product, and by practical experience of planning and making media products. An integrated approach should be used to the study of texts so that outcomes within the unit are clearly linked.

At the start of each activity candidates should be introduced to the main stages involved in the exercise. The teacher/lecturer will assist candidates to develop their knowledge and skills by offering hints, reminders, feedback and 'tricks of the trade'. For example, in analysis, in helping candidates understand why a particular code has been used, it is often productive to consider what other code might have been selected, and to discuss the effect this would have on the text (eg considering why a close up is used at a tense point in a drama rather than a medium or long shot). Such discussion of the choices made by media professionals should help candidates develop the ability to make appropriate, informed choices in their own practical work.

National Unit Specification: support notes (cont)

UNIT   Media Analysis (Access 3)

Each exercise should finish with the candidates and teacher/lecturer reflecting on what has been learned from the activity. As the candidates develop their knowledge and skills, the teacher/lecturer should gradually give more independence and responsibility to the candidates. Indeed candidates may be given the opportunity to negotiate their own choice of media texts.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

In the assessment of Outcome 1, chosen textual features should be simple to ease identification and explanation.

Note that for two of the performance criteria (Outcome 1, PC (c) and PC (d)), candidates need only provide evidence of having satisfied the performance criteria once. The reason for this is that some texts may have no narrative and/or no stereotypes and would otherwise have been excluded as possible assessment texts.

There are opportunities to integrate assessment in this unit. For example, the assessment required for Outcomes 1, 2 and 3 might have been carried out using two assignments, one based on a non-fiction print text and the other based on a fiction non-print text **or** one based on a fiction print text and the other based on a non-fiction non-print text.

SPECIAL NEEDS

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).

National Unit Specification: Table 1 – Exemplar content for Print

UNIT   Media Analysis (Access 3)

KEY ASPECT	PRINT
Categories (Outcome 1)	• purpose: information, entertainment, persuasion, education, profit • form: newspaper, magazine, comic, popular literature, fanzine, CD-ROM, Web pages • genre: tabloid, broadsheet, freesheet newspapers; teen/women's/men's/ special interest magazines
Language (Outcome 1)	Conventions of print genres (eg, layout, language, text, graphics) and features such as: • page size • text elements: masthead, headline, copy, caption • character formatting: font (serif, sans serif, script, decorative), size, style (plain, italic, bold, underline), colour • graphic elements: photographs, mug shots, logos, colour Technical and cultural codes and why they are used.
Narrative (Outcome 1)	Understanding narrative in terms of who, where, what, when, why. Single and multiple storylines. Comic strip narrative.
Representation (Outcome 1)	Stereotypes of age, gender, race, social class, nationality
Audience (Outcomes 2 and 3)	Individual reactions to print texts (eg, interest, boredom, shock, surprise, anger). Pleasures of media texts (curiosity, escapism, identification with/attraction to stars/personalities/characters, fandom, social gossip, individual reading). Identification of target audiences for products.
Institution (Outcome 3)	Commercial operation of print press: identification of costs and sources of finance. Use of content to attract target audiences. Links with other media (eg promotion of new pop acts, television programmes, films).
Technology (any outcome as appropriate)	Technology involved in production and consumption of traditional and electronic publishing products. New developments.

National Unit Specification: Table 2 – Exemplar content for Radio

UNIT   Media Analysis (Access 3)

KEY ASPECT	RADIO
Categories (Outcome 1)	- purpose: information, entertainment, persuasion, education, profit - form: news, light entertainment, drama - genre: news bulletins, outside broadcasts, quiz shows, phone-ins, magazine programmes, comedies
Language (Outcome 1)	Conventions of radio genres (eg, format, length, participants, speech, sound, music) and features such as: - language: formal, informal - voice: accent, speed, volume - music: jingles, links, mood music - sounds: location, sound effects, silence - links Technical and cultural codes and why they are used.
Narrative (Outcome 1)	Understanding narrative in terms of who, where, what, when, why. Single and multiple storylines. Narrative elements: conflict, development, resolution in fiction and non-fiction. Radio programme formats.
Representation (Outcome 1)	Stereotypes of age, gender, race, social class, nationality.
Audience (Outcomes 2 and 3)	Individual reactions to radio (eg, interest, boredom, shock, surprise, anger). Pleasures of media texts (curiosity, escapism, identification with/attraction to stars/personalities/characters, fandom, social gossip, individual listening). Identification of target audiences for products.
Institution (Outcome 3)	Commercial operation of radio broadcasting: identification of costs and sources of finance in commercial and public service broadcasting. Links with other media (eg, pop music industry, use for promoting new television programmes and films). Use of content to attract target audiences.
Technology (any outcome as appropriate)	Technology involved in production and consumption of radio programmes. New developments.

National Unit Specification: Table 3 – Exemplar content for Television

UNIT Media Analysis (Access 3)

KEY ASPECT	TELEVISION
Categories (Outcome 1)	• purpose: information, entertainment, persuasion, education, profit • form: news and current affairs, drama, light entertainment, outside broadcast • genre: news programme, documentary, soap, sitcom, game show, talk show, sports programme
Language (Outcome 1)	Conventions of television genres (eg, format, length, participants, visuals, sound) and features such as: • mise-en-scene: set, props, costume, make-up, performance • lighting: high-key, low-key • framing: shot distance (ELS, LS, MLS, MS, MCU, CU, ECU), establishing shot (master shot) • angle: straight, high, low, canted • editing: cut, dissolve, fade in, fade out, wipe, shot/reverse shot, shot length • camera movement: pan, tilt, track, handheld • sound: speech, music, sound effects • titles: opening titles, end titles, font, colour Technical and cultural codes and why they are used.
Narrative (Outcome 1)	Understanding narrative in terms of who, where, what, when, why. Single and multiple storylines. Programme formats (eg, in news programmes, game shows).
Representation (Outcome 1)	Stereotypes of age, gender, race, social class, nationhood. Stars/personalities.
Audience (Outcomes 2 and 3)	Identification of target audiences for television products by star/personality, content, style, slot Individual reactions to programmes (eg, interest, boredom, shock, surprise, anger). Pleasures of media texts (eg, curiosity, escapism, identification with/attraction to stars/personalities/characters, fandom, social gossip, family viewing).
Institution (Outcome 3)	Commercial operation of television industry: identification of costs and sources of finance in commercial and public service broadcasting. Use of content to attract target audiences. Links with other media (eg, promotion of new pop acts, books, films).
Technology (any outcome as appropriate)	Technology involved in production and consumption of television/film products. New developments.

National Unit Specification: Table 4 – Exemplar content for Cinema

UNIT   Media Analysis (Access 3)

KEY ASPECT	CINEMA
Categories (Outcome 1)	• purpose: information, entertainment, persuasion, education, profit • form: feature film, animation, trailer • genre: feature film genres (eg, horror, science fiction, animation) • other categories: star, director, blockbuster, means of delivery (eg, video, satellite, cable, terrestrial channel etc)
Language (Outcome 1)	Conventions of cinema genres (eg, format, length, characters, visuals, sound) and features such as: • mise-en-scene: set, props, costume, make-up, performance • lighting: high-key, low-key • framing: shot distance (ELS, LS, MLS, MS, MCU, CU, ECU), establishing shot (master shot), continuity editing • angle: straight, high, low, canted • editing: cut, dissolve, fade in, fade out, wipe, shot/reverse shot, shot length • camera movement: pan, tilt, track, handheld • sound: speech, music, sound effects • titles: opening titles, end titles, font, colour Technical and cultural codes and why they are used.
Narrative (Outcome 1)	Understanding narrative in terms of who, where, what, when, why. Single and multiple storylines. Typical narratives of cinema genres.
Representation (Outcome 1)	Stereotypes of age, gender, race, social class, nationhood. Non-stereotypical representations. Stars.
Audience (Outcomes 2 and 3)	Individual reactions to films (eg, interest, boredom, shock, surprise, anger). Pleasures of media texts (eg, curiosity, escapism, identification with/attraction to stars/characters, fandom, social gossip, home video viewing, night out at cinema). Identification of target audiences for feature films by star, genre, style, release date, advertising.
Institution (Outcome 3)	Production, Distribution, Exhibition. Commercial operation of film industry: identification of costs and sources of finance. Use of content to attract target audiences. Links with other media (eg television, product placement, blockbuster tie-ins such as soundtrack albums, books, computer games). Comparison of television industry with other media industries. General effects on product.
Technology (any outcome as appropriate)	Technology involved in production and consumption of television/film products. New developments.

National Unit Specification: Table 5 – Exemplar content for Popular Music

UNIT Media Analysis (Access 3)

KEY ASPECT	POPULAR MUSIC
Categories (Outcome 1)	• purpose: entertainment, persuasion, profit • form: live, recording, music video • genre: current and past pop music genres
Language (Outcome 1)	Conventions of pop music genres in terms of: • lyrics • vocal style • instrumentation • rhythm • melody Technical and cultural codes and why they are used.
Narrative (Outcome 1)	Understanding lyric of song in terms of who, where, what, when, why. Narrative elements in music video.
Representation (Outcome 1)	Stereotypes of age, gender, race, social class, nationality. Image of pop music stars used in marketing, press coverage, etc.
Audience (Outcomes 2 and 3)	Individual reactions to popular music (eg, musical taste, identification with/attraction to stars/personalities/characters, expression of emotions/ideals/dreams, fandom). Popular music and related social activities of teenage audience (eg, fashion, dance, concerts, subcultures). Identification of target audiences for pop music by genre, pop video.
Institution (Outcome 3)	Commercial operation of popular music industry: identification of costs and sources of finance in major and independent labels. Use of popular music to attract target audiences. Links with other media (eg, charts, radio play-lists, music press, concert tours, video).
Technology (any outcome as appropriate)	Technology involved in production and consumption of popular music. New developments.

National Unit Specification: Table 6 – Exemplar content for Advertising

UNIT Media Analysis (Access 3)

KEY ASPECT	ADVERTISING
Categories (Outcome 1)	• medium: eg, Television, Radio, Cinema, Press, Outdoor, Internet • purpose: persuasion, profit, information, education • form: public service, product, company, classified, display • genre: eg, 'soap', animation
Language (Outcome 1)	Conventions of advertising, depending on medium. See relevant content table for particular medium in question. Technical and cultural codes and why they are used. Slogans, straplines, copy, image, pack shot. Display, classified, earpiece, etc.
Narrative (Outcome 1)	Understanding narrative in terms of who, where, what, when, why. Typical narratives of radio, cinema, television commercials.
Representation (Outcome 1)	Stereotypes of age, gender, race, social class, nationality.
Audience (Outcomes 2 and 3)	Identification of target audiences by analysis of product, content, style, etc. Ratings, circulation figures. Audience research. Individual reaction to ads – pleasure of ads (eg, humour, special effects, music, expression of emotions/ideals/dreams, references to other texts).
Institution (Outcome 3)	Commercial operation of advertising industry: identification of costs and sources of finance. Rate cards. General effects on product.
Technology (any outcome as appropriate)	Technology involved in production and consumption of different media. New developments.