



Higher
Course Assessment
Specification



Higher Media Course Assessment Specification (C748 76)

Valid from August 2014

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Please refer to the note of changes at the end of this Course Assessment Specification for details of changes from previous version (where applicable).

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Course outline

| | |
|--------------------------------|---------------------------|
| Course title: | Higher Media |
| SCQF level: | 6 (24 SCQF credit points) |
| Course code: | C748 76 |
| Course assessment code: | X748 76 |

The purpose of the Course Assessment Specification is to ensure consistent and transparent assessment year on year. It describes the structure of the Course assessment and the mandatory skills, knowledge and understanding that will be assessed.

Course assessment structure

| | |
|------------------------------|------------------|
| Component 1 — question paper | 50 marks |
| Component 2 — assignment | 50 marks |
| Total marks | 100 marks |

This Course includes six SCQF credit points to allow additional time for preparation for Course assessment. The Course assessment covers the added value of the Course.

Equality and inclusion

This Course Assessment Specification has been designed to ensure that there are no unnecessary barriers to assessment. Assessments have been designed to promote equal opportunities while maintaining the integrity of the qualification.

For guidance on assessment arrangements for disabled learners and/or those with additional support needs, please follow the link to the Assessment Arrangements web page: www.sqa.org.uk/sqa/14977.html.

Guidance on inclusive approaches to delivery and assessment of this Course is provided in the *Course Support Notes*.

Assessment

To gain the award of the Course, the learner must pass all of the Units as well as the Course assessment. Course assessment will provide the basis for grading attainment in the Course award.

Course assessment

SQA will produce and give instructions for the production and conduct of Course assessments based on the information provided in this document.

Added value

The purpose of the Course assessment is to assess added value of the Course as well as confirming attainment in the Course and providing a grade. The added value for the Course will address the key purposes and aims of the Course, as defined in the Course Rationale. It will do this by addressing one or more of breadth, challenge, or application.

In this Course assessment, added value will focus on the following:

- ◆ challenge — requiring greater depth or extension of knowledge and/or skills
- ◆ application — requiring application of knowledge and/or skills in practical or theoretical contexts as appropriate

This added value for the learner consists of:

- ◆ extending and deepening knowledge and understanding of analysis
- ◆ applying knowledge and understanding in a challenging context
- ◆ applying skills in problem solving and planning to create media content

Grading

Course assessment will provide the basis for grading attainment in the Course award.

The Course assessment is graded A–D. The grade is determined on the basis of the total mark for all Course assessments together.

A learner's overall grade will be determined by their performance across the Course assessment.

Grade description for C

For the award of Grade C, learners will have demonstrated successful performance in all of the Units of the Course. In the Course assessment, learners will typically have demonstrated successful performance in relation to the mandatory skills, knowledge and understanding for the Course.

Grade description for A

For the award of Grade A, learners will have demonstrated successful performance in all of the Units of the Course. In the Course assessment, learners will typically have demonstrated a consistently high level of performance in relation to the mandatory skills, knowledge and understanding for the Course.

Credit

To take account of the extended range of learning and teaching approaches, remediation, consolidation of learning and integration needed for preparation for external assessment, six SCQF credit points are available in Courses at National 5 and Higher, and eight SCQF credit points in Courses at Advanced Higher. These points will be awarded when a grade D or better is achieved.

Structure and coverage of the Course assessment

The Course assessment will consist of two Components: a question paper and an assignment. The question paper will have one Section. The assignment will have two Sections.

Component 1 — question paper

The purpose of this question paper is to assess the learner's ability to apply knowledge and understanding by analysing media content in context and the role of media.

This question paper will give learners an opportunity to demonstrate the following skills, knowledge and understanding:

- ◆ analysis of media content in context
- ◆ analysis of the role of media within society
- ◆ applying knowledge and understanding of the key aspects of media literacy

This question paper will have 50 marks (50% of the total mark).

This question paper has one Section.

Learners will answer questions on familiar media content.

Marks will be awarded for the learner's analysis of media content in context, the role of media, and applying knowledge of the relevant key aspects of media literacy.

Component 2 — assignment

The purpose of this assignment is to assess the learner's ability to apply the skills, knowledge and understanding acquired throughout the Course in a production of media content.

Learners will carry out an assignment set by SQA, using a brief negotiated in their centre.

This assignment will give learners an opportunity to demonstrate their skills, knowledge and understanding of production techniques in an assignment which:

- ◆ involves a degree of personalisation and choice
- ◆ requires consideration of possibilities and problem solving in planning and production processes
- ◆ requires application of knowledge and understanding of the relevant key aspects of media literacy
- ◆ allows the learner to reflect on production experience and challenges

The assignment will have 50 marks (50% of the total mark).

This assignment has two Sections.

Section 1: Planning will have 25 marks. In response to a negotiated brief, learners will research and plan media content, and consider the impact of actual or likely constraints.

Section 2: Development will have 25 marks. Learners make the planned media content and reflect on the effectiveness of their development process and finished content.

Marks will be awarded for the learner's ability to research and generate ideas appropriate to a negotiated brief, develop and justify media content choices, and evaluate the impact of actual or likely constraints on the media content.

Setting, conducting and marking of assessment

Question paper

This question paper will be set and marked by SQA, and conducted in centres under conditions specified for external examinations by SQA.

Controlled assessment — assignment

This assignment is:

- ◆ set by centres within SQA guidelines
- ◆ conducted under some supervision and control

Evidence will be submitted to SQA for external marking.

All marking will be quality assured by SQA.

Setting the assessment

Set by centres within SQA guidelines.

Conducting the assessment

Conducted under some supervision and control.

Further mandatory information on Course coverage

The following gives details of the mandatory skills, knowledge and understanding for the Higher Media Course. Course assessment will involve sampling the skills, knowledge and understanding. This list of skills, knowledge and understanding also provides the basis for the assessment of Units of the Course.

Analysing Media Content

Learners must acquire the skills, knowledge and understanding to be able to:

- ◆ analyse how and why media content is constructed in particular ways
- ◆ analyse the potential use or effect of media content

This will require knowledge and understanding of the following media analysis concepts:

Media content

Content-based key aspects of media literacy:

- ◆ categories — genre, purpose, tone, style
- ◆ 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, ideological discourses

Media contexts

Context-based key aspects of media literacy:

- ◆ audience — target audience, preferred reading, differential decoding, mode of address
- ◆ institution — internal factors, external factors

Other relevant contexts:

- ◆ society — time, place (eg facts, ideas, history, events, politics, economics, technology or any other factors relevant to the society in which particular examples of media content were made, consumed or set)

Analysis skills

Learners must be able to apply their knowledge of concepts by:

- ◆ analysing the ways in which they are evident in or can be applied to particular examples of media content
- ◆ explaining cause and effect or relationships between particular elements of content, contexts and roles of media
- ◆ decoding what has been presented in media content
- ◆ demonstrating understanding of how media has been created
- ◆ demonstrating understanding of how and why relevant factors may shape the construction of, and reactions to, media content

Creating Media Content

Learners must acquire the skills, knowledge and understanding to be able to create media content relevant to particular purposes, audiences and contexts.

The following areas must be covered in the Course:

Planning and research:

- ◆ identifying areas of content, audience and institution research appropriate to a brief
- ◆ carrying out appropriate research and drawing conclusions from findings
- ◆ using research findings to plan media content appropriate to purpose, audience and context

Productions processes:

- ◆ applying knowledge of pre-production, production and post-production processes appropriate to medium/form
- ◆ applying knowledge of production roles and responsibilities appropriate to medium/form
- ◆ applying knowledge of media codes and conventions to create finished content appropriate to purpose, audience and context

Evaluation:

- ◆ evaluating strengths and weaknesses of personal performance during production processes (including planning/research)
- ◆ evaluating strengths and weaknesses of finished content in relation to purpose, audience and context
- ◆ identifying strategies for future improvement in relation to production processes and final content

Application of key aspects of media literacy:

- ◆ applying relevant content- and context-based key aspects of media literacy to planning and research, production processes and evaluation

Administrative information

Published: April 2014 (version 2.0)

History of changes to Course Assessment Specification

| Course details | Version | Description of change | Authorised by | Date |
|----------------|---------|--|------------------------------------|------------|
| | 2.0 | Pages 2, 5 and 6 — Course assessment structure and coverage sections amended to reflect removal of case study Component and change in distribution of marks to 50/50 for question paper and assignment. Additions to give further detail on nature of Components. Page 8–9 — Further mandatory information on Course coverage expanded significantly to reflect content of Units. | Qualifications Development Manager | April 2014 |
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