



National 5
Course Assessment
Specification



National 5 Media Course Assessment Specification (C748 75)

Valid from August 2013

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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:	National 5 Media
SCQF level:	5 (24 SCQF credit points)
Course code:	C748 75
Course assessment code:	X748 75

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 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.

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

- ◆ analysis of familiar 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 and understanding of the relevant key aspects of media literacy.

Component 2 — assignment

The purpose of the 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 centre.

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

- ◆ 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
- ◆ requires the learner to evaluate the impact of actual or likely constraints on media content

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 will make the planned media content and explain their use of media codes to create impact or convey connotations.

Marks will be awarded for the learner's ability to research and generate ideas appropriate to the 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.

Setting the assessment

Set by SQA.

Conducting the assessment

Conducted under some supervision and control.

Further mandatory information on Course coverage

The following gives details of mandatory skills, knowledge and understanding for the National 5 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 the Units of the Course.

Analysing Media Content

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

- ◆ explain how and why media content is constructed in particular ways
- ◆ explain 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
- ◆ 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

Media contexts

Context-based key aspects of media literacy:

- ◆ Audience — target audience, preferred reading, different audience reactions
- ◆ Institution — internal factors, external factors

Other relevant contexts:

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

Role of media in society

Actual or potential roles of media within society:

- ◆ Meeting needs — entertainment, education, information
- ◆ Achieving particular purposes — profit, promotion, public service
- ◆ Influencing attitudes and behaviour — intentionally, unintentionally

Analysis skills

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

- ◆ describing 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
- ◆ decoding what has been presented in media content

- ◆ demonstrating understanding of how meaning has been created
- ◆ demonstrating understanding of how and why 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

Production processes:

- ◆ applying knowledge of pre-production, production and post-production processes appropriate to medium/form
- ◆ applying knowledge of 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: June 2013 (version 2.0)

History of changes to Course Assessment Specification

Course details	Version	Description of change	Authorised by	Date
	2.0	Changes to skills, knowledge and understanding and mandatory Course coverage information, and removal of case study Course assessment Component. Further information and clarification on scope and structure of the question paper/assignment given in the 'Structure and coverage of Course assessment' section.	Qualifications Development Manager	June 2013

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