National 3 Media Course Support Notes

Contents

Course Support Notes

Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the National 3 Media Course. They are intended for teachers and lecturers who are delivering the Course and its Units. They should be read in conjunction with the *Course Specification* and the Unit Specifications for the Units in the Course.

General guidance on the Course

Aims

The main purpose of this Course is to analyse and create media content. The Course enables learners to understand and develop their media literacy skills and to appreciate the opportunities and challenges that occur within the media industry. This Course provides learners with opportunities to develop both theoretical knowledge of the media and the ability to create media content.

The National 3 Media Course offers learners opportunities to develop and extend a wide range of skills. In particular, this Course aims to enable learners to develop:

♦ the ability to analyse and create media content, as appropriate to purpose, audience and context
♦ knowledge of the key aspects of media literacy
♦ knowledge of the role of media within society
♦ the ability to plan and research when creating media content, as appropriate to purpose, audience and context
♦ the ability to reflect on learners' practice

Progression into this Course

Entry to this Course is at the discretion of the centre.

Experiences and outcomes
New National Courses have been designed to draw on and build on the curriculum experiences and outcomes as appropriate. Qualifications developed for the senior phase of secondary education are benchmarked against SCQF levels.

Learners who have completed Curriculum for Excellence experiences and outcomes will find these an appropriate basis for doing the Course.

In this Course, experiences and outcomes from the English, literacy, and expressive arts curriculum areas may provide an appropriate basis for entry to the Course. Centres wishing to establish the suitability of learners without prior qualifications and/or experiences and outcomes may benefit from carrying out a review of prior life and work experiences. This approach may be particularly useful for adult returners to education.

Skills, knowledge and understanding covered in this Course

This section provides further advice and guidance about skills, knowledge and understanding that could be included in the Course.

These include:

♦ analysing and creating media content, as appropriate to purpose and audience
♦ basic knowledge of the key aspects of media literacy as appropriate to content
♦ basic evaluation skills
♦ basic knowledge of the role of media within society
♦ basic knowledge of contextual factors, constraints and freedoms that affect producers of media content

Key aspects of media literacy:

♦ categories
♦ language
♦ representation
♦ narrative
♦ audience
♦ institutions

'Appendix 1: An illustrative guide to the key aspects' provides further information on the related key aspect concepts which are appropriate to National 4 Media.

Progression from this Course

This Course or its component Units may provide progression to:

♦ National 4 Media

Hierarchies

Hierarchy is the term used to describe Courses and Units which form a structured sequence involving two or more SCQF levels.

It is important that any content in a Course and/or Unit at one particular SCQF level is not repeated if a learner progresses to the next level of the hierarchy. The skills and knowledge should be able to be applied to new content and contexts to enrich the learning experience. This is for centres to manage.

The National 3 Media forms a hierarchy with the Media Course (National 4), Media Course (National 5) and the Higher Media Course. The Courses at National 3, National 4, National 5 and Higher follow a similar structure in terms of Outcomes and Assessment Standards but differ in the degree of difficulty and complexity from one level to the next. This structure aims to facilitate bi-level teaching and enables learners to gain recognition for their best achievement. Learners may achieve and be certificated for Courses or Units at the level above or below.

The hierarchical relationship between the Courses and Units is shown in the table below:

National 3	National 4	National 5	Higher
Analysing Media Content	Analysing Media Content	Analysing Media Content	Analysing Media Content
Creating Media Content	Creating Media Content	Creating Media Content	Creating Media Content
	Added value — assignment	Course assessment	Course assessment

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Approaches to learning, teaching and assessment

Effective learning and teaching will draw on a wide variety of approaches to enrich the experience of learners. In particular, practical approaches to learning and teaching which provide opportunities for personalisation and choice will help to motivate and challenge learners.

Learning about Scotland and Scottish culture will enrich the learners' learning experience and help them to develop the skills for learning, life and work they will need to prepare them for taking their place in a diverse, inclusive and participative Scotland and beyond. Where there are opportunities to contextualise approaches to learning and teaching to Scottish contexts, teachers and lecturers should consider this.

Key aspects of media literacy
The combined theoretical and practical skills-based focus of Media lends itself to a variety of delivery methods. Central to these should be the key aspects of media literacy:

♦ categories
♦ language
♦ representation
♦ narrative
♦ audience
♦ institution

The key aspects are interrelated and learners should develop some understanding of this from the outset of the Course. These key aspects are a starting point for the analysis of any text, and are central to the creation of media content.

In analysing media content, teaching and learning should focus on the development of simple analysis skills in relation to meanings and elements in media content. Basic key aspect terminology could be used when it is appropriate to the content being studied. Learners should be encouraged to consider the links between the content and audience or institutional contexts.

For creating media content, teaching and learning should focus on simple skills in planning and making media content, and on basic awareness of production processes. Learners should be encouraged to use basic key aspect concepts to inform their creative decisions.

Learning and teaching approaches
With National 3 breadth rather than depth is essential as the goals of the Course are to develop an appreciation of media content in a cultural context and in terms of the industry. The learners will benefit from a range of shorter, achievable tasks.

An engaging and supportive learning environment should be provided to encourage active learner involvement. This could include learning and teaching approaches such as:

♦ inviting media professionals in to discuss their jobs

- ♦ trips to media agencies
- ♦ collaborative work including peer teaching and support or peer evaluation
- ♦ discussion and debate around ideas and concepts and how they can be applied
- ♦ using the internet to research
- ♦ practical skills such as camerawork or desktop publishing
- ♦ exhibitions of the content that is created
- ♦ interviews and surveys on media consumption
- ♦ drawing on learners' own experience of the media

Personalisation and choice

As far as possible learner preferences should be considered to allow for personalisation and choice balanced with a degree of teacher support. This will allow learners to develop the confidence to engage in discussion and to find the ability to assert themselves in both analytical and practical activities. This will help to motivate and challenge learners and also help them apply the key aspects to their existing knowledge of the media. Learners will bring their own experiences to the National 3 Media Course and this should be valued in adapting definitions such as the key aspects to their own prior understanding and subjective opinion.

In the early stages of the course a good deal of emphasis should be placed on this. Learners should be encourage to watch television programmes, engage in game play, visit internet sites, take digital photographs, listen to radio programmes, read magazines and visit the cinema, and come into class and talk about this. This should generate examples that start off the discovery of the meta-language of media. A learning log could be used to keep a track of this.

This can quickly develop into discussion of personal choice (audience); the makers of the product (institution); better telling of the story (narrative) within a type (purpose), and so on.

It is important to note that at this level, breadth of understanding is essential in the key aspects. Learners should be able to grasp alternatives in each.

Further information about possible approaches to learning and teaching for each Unit can be found in the Unit Support Notes.

Sequencing and Integration of Units within the Course

Sequencing and integration of the delivery and the assessment of the Units is at the discretion of the centre. There is no set way of delivering of the Units and their sequence/integration may be dependent on available resources, time and staff expertise.

The National 3 Media Course can be taught in an integrated way as the *Analysing Media Content* and *Creating Media Content* Units inform each other. For example, learners could both analyse and produce film posters. It is preferable for the learners to experience as broad a range of media as possible, to understand how the six key aspects can be applied widely.

Guidance on approaches to assessment and gathering evidence for the Units within the Course can be found in the *Unit Support Notes*.

Exemplification of assessment is provided in Unit Assessment Support.

Combining assessment across Units

If the Units are delivered as part of the Course, assessment can be combined.

The pattern of combined assessment can mirror that for integrated delivery, suggested in the 'Approaches to learning and teaching' section.

Using an integrated approach to assessment is recommended because it has the potential to:

♦ enrich the assessment process for both learners and teachers/lecturers by bringing together elements of different Units
♦ avoid duplication of assessment
♦ be cost effective
♦ allow more time for learning
♦ allow centres to manage the assessment process more efficiently

When assessment is combined across Units, teachers/lecturers should take particular care to track learners' achievement of the Outcomes and Assessment Standards. Tracking will assist with identifying any necessary reassessment and will also provide evidence of achievement for those learners who do not achieve the whole Course.

Example of combined assessment across the Units:

Genre
Learning is focused around the concept of genre. Through analysis learners are asked to identify a genre that they like and follow it through different media from the list below:

♦ comics
♦ movies
♦ trailers
♦ games
♦ website
♦ posters

Learners analyse each in terms of the key aspects and then plan and produce examples of their own. They can use the different media to notice what is different, ie context, language, and what is similar, ie genre, representation and narrative. Both analysis and creating tasks can be done in groups to allow peer support, providing that each individual learner has opportunities to generate evidence for assessment.

Developing skills for learning, skills for life and skills for work

Learners are expected to develop broad generic skills as an integral part of their learning experience. The *Course Specification* lists the skills for learning, skills for life and skills for work that learners should develop through this Course. These are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and must be built into the Course where there are appropriate opportunities. The level of these skills will be appropriate to the level of the Course.

During the delivery and assessment of the Course, there may also be opportunities for learners to develop their literacy skills. Literacy skills are particularly important for learners as these skills allow them to access, engage in and understand their learning and to communicate their thoughts, ideas and opinions.

Examples of how the skills for learning, skills for work and skills for life could be developed in each Unit are given in the *Unit Support Notes*.

1   Literacy

1.1   Reading
1.3   Listening and talking

4   Employability, enterprise and citizenship

4.3   Working with others
4.4   Enterprise
4.6   Citizenship

5   Thinking skills

5.4   Analysing and evaluating
5.5   Creating

Equality and inclusion

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these *Course Support Notes* is designed to sit alongside these duties but is specific to the delivery and assessment of the Course.

It is important that centres are aware of and understand SQA's assessment arrangements for disabled learners, and those with additional support needs, when making requests for adjustments to published assessment arrangements. Centres will find more guidance on this in the series of publications on Assessment Arrangements on SQA's website: www.sqa.org.uk/sqa//14977.html.

Appendix 1: Reference documents

The following reference documents will provide useful information and background.

♦ Assessment Arrangements (for disabled learners and/or those with additional support needs) — various publications are available on SQA's website at: www.sqa.org.uk/sqa//14977.html.
♦ *Building the Curriculum 4: Skills for learning, skills for life and skills for work*
♦ *Building the Curriculum 5: A framework for assessment*
♦ Course Specifications
♦ Design Principles for National Courses
♦ *Guide to Assessment* (June 2008)
♦ Overview of Qualification Reports
♦ Principles and practice papers for curriculum areas
♦ *SCQF Handbook: User Guide* (published 2009) and
  SCQF level descriptors (to be reviewed during 2011 to 2012): www.sqa.org.uk/sqa/4595.html
♦ *SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work*
♦ *Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool*

Appendix 2: An illustrative guide to the key aspects

Key aspect	General definition	Things to consider at National 3 — select as appropriate to content
Categories	The way in which a text is described.	Basic purpose(s), simple genre markers
Language	How the text is constructed	Technical/cultural codes — basic codes and connotations
Representation	How people and places are constructed within the text	Simple stereotypes and non-stereotypes
Narrative	How the text is organised	Simple plot, structure, roles
Audience	Who the text is made for and how they react to the text	Target audience, different audience reactions
Institutions	The factors both internal and external that effect the production of the text	Basic internal and external controls which affect content

Administrative information

Published: August 2013 (version 2.0)

History of changes to Course Support Notes

Course details	Version	Description of change	Authorised by	Date
	2.0	Information clarified and expanded throughout.	Qualifications Development Manager	August 2013

Unit Support Notes — Creating Media Content (National 3)

Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the Creating Media Content (National 3) Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

♦ the *Unit Specification*
♦ the *Course Specification*
♦ the *Course Support Notes*
♦ appropriate assessment support materials

If the *Unit Support Notes* have been developed for a Unit which is not part of a Course, then it is only necessary to read them in conjunction with the *Unit Specification*.

General guidance on the Unit

Aims

The *Creating Media Content* (National 3) Unit is a mandatory Unit in the National 3 Media Course. The Unit is also available as a free-standing Unit and is designed to meet the needs of a broad range of learners who may choose to study it.

The general aim of this Unit is to develop the skills needed to create media content. Learners will develop knowledge and understanding of the production process and roles central to creating simple media content.

Learners who complete this Unit will be able to:

♦ create simple media content

Exemplification of the standards in this Unit is given in Unit Assessment Support.

Progression into this Unit

Entry to this Unit is at the discretion of the centre.

Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the National 3 Media *Course Support Notes.*

If the Unit is being delivered on a free-standing basis, teachers and lecturers are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

Progression from this Unit

Completion of this Unit may provide progression to:

♦ National 4 Media or any relevant component Units

Approaches to learning, teaching and assessment

This section provides advice and guidance on specific approaches and methods that can be used to deliver this Unit. There are a variety of learning and teaching approaches which can be used to deliver this Unit and enrich the experience of learners.

Naturally occurring evidence
Assessment approaches should aim to help learners progress through the Unit at their own pace and enable them to demonstrate their achievements in a range of ways. Teachers and lecturers should explore opportunities in the day-to-day delivery of the Unit to observe learners providing evidence which satisfies the Unit, completely or partially. This is naturally occurring evidence.

Possible approaches to learning and teaching
A variety of approaches to learning and teaching should be used in the delivery of this Unit. In particular, practical approaches to teaching will motivate and challenge learners, and allow for personalisation and choice. There are many opportunities for learners to develop their creativity, practical skills, and basic understanding of media production processes.

The Unit focuses on the skills, knowledge and understanding required to create simple media content relevant to particular purposes, audiences and contexts. In order to provide the learners with a confident grasp of the technologies and process of creating a media product, it may be advisable to teach the skills in a structured, progressive manner that enables learners to concentrate on one of the following stages at a time:

♦ pre-production, when the product is researched and planned
♦ production, when the component parts of the product are made
♦ post-production, when the product is edited and finished

An engaging and supportive learning environment should be provided to encourage active learner involvement. This could include learning and teaching approaches such as:

♦ the exposition and demonstration of new practical skills
♦ practical activities to reinforce and develop an increasing range of production skills across a range of media
♦ visits to outside media businesses such as newspapers, advertising agencies, television and radio studios
♦ inviting media professionals to discuss their jobs with learners
♦ giving learners briefs that will develop their problem solving skills
♦ collaborative work including peer teaching and support or peer evaluation
♦ discussion and debate around ideas, concepts and contexts and how they can be applied
♦ using the internet for research
♦ management of time and resources during the planning and creating process

Learners could create anything appropriate to the resources available within the centre and their own personal interests, such as:

♦ a broadcast advertisement
♦ a film poster
♦ a podcast
♦ a newspaper
♦ a magazine
♦ a web page

♦ a video game
♦ a radio drama
♦ an online/print newsletter
♦ a short film
♦ a DVD cover
♦ a music video

Opportunities could be taken to display learners' media content. For example, they could host a screening of their film, distribute and display newsletters and posters, or invite others to try out their video games. Learners may wish to enter their products into competitions and this may help to motivate them.

Assessment

Assessment evidence can take any appropriate form. Assessors should use their professional judgement, subject knowledge and experience, and understanding of their learners, to determine the most appropriate ways to generate evidence and the conditions and contexts in which they are used.

Approaches to the assessment of Units when they form part of a Course may differ from approaches to assessing the same Unit when it is not being delivered as part of a Course. Where Units are delivered on a free-standing basis, teachers/lecturers will have more flexibility to develop approaches to delivering and assessing the Units.

Evidence for this Unit is likely to include a combination of written, oral and/or recorded evidence. The work can be presented for assessment in a variety of formats depending on the preferences of centres and learners, as long as this covers all essential requirements for the Unit.

The Assessment Standards can be achieved over a number of different occasions, and with reference to a single production brief, or a number of different briefs or tasks. An individual or collaborative approach can be taken; if the latter, each learner in a group setting must have opportunities to generate evidence for Assessment Standards.

The following table suggests some approaches to learning, teaching and assessment. Other approaches are possible.

Assessment Standard	Suggested approach to learning and teaching	Suggested approach to assessment and gathering evidence
1.1 Planning and developing ideas in response to a negotiated brief	The teacher/lecturer can negotiate a brief with learners, specifying the target audience, medium and content. Briefs should be short and open to personalisation and choice.	Learners could be assessed throughout the Unit. A logbook or blog detailing their own and their group's activity could be kept. Interviews with group

		For example:	members could be recorded, or notes taken by the assessor. There will be plenty of naturally occurring evidence.
		♦ Create a two-minute information film about how to cope with cyber bullying. This should be suitable to be shown to secondary school age pupils. ♦ Create a simple non-violent computer game suitable for a 7-year-old girl or boy. ♦ Create a four-page newsletter reporting on environmental issues in your area. ♦ Create a television advertisement for a beauty treatment for men which can be shown pre-watershed.	A file with relevant materials can be compiled. This might include, for example, designs, storyboards, scripts, call sheets, lists of props and costumes, research undertaken and surveys. Minutes could be taken of planning meetings, and notes taken of ideas selected and rejected. Awareness and evaluation of their product and the process of making it could be ongoing and their responses recorded orally or in a logbook.
1.2	Using production skills appropriate to the media content and context	Learners would need to be taught the skills necessary for their chosen medium, for example basic desk top publishing, camerawork and editing, or how to use simple gaming creation programmes	An observation checklist could be completed by the assessor and detailing individual input. Learners could be filmed using the equipment.
1.3	Showing awareness of the production process	Learners demonstrate knowledge of pre-production, production and post-production skills when creating media content.	Learners can discuss or write about these processes as they create their content.
1.4 Applying knowledge of relevant key aspects of media literacy		Learners show knowledge of relevant key aspects from the following list: ♦ categories ♦ language ♦ representation ♦ narrative ♦ audience ♦ institution	Simple restricted response questions could be asked, for example, 'What is a foley?' Learners may also provide this orally to the teacher/lecturer. This could be recorded in a variety of ways, eg video/scribed or on a checklist.

Accurate, regular feedback will help learners prepare for assessment. Teachers/lecturers may provide advice and guidance to learners to help them solve technical problems. They may give advice on choice of medium, content and how to work collaboratively.

Further information about suitable resources and materials appropriate to this Unit can be found in *Course Support Notes.* Exemplification of assessment is provided in the *National Assessment Resource*.

Developing skills for learning, skills for life and skills for work

Information about developing skills for learning, skills for life and skills for work in this Unit is given in the relevant Course Support Notes.

Equality and inclusion

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these *Course Support Notes* is designed to sit alongside these duties but is specific to the delivery and assessment of the Course.

It is important that centres are aware of and understand SQA's assessment arrangements for disabled learners, and those with additional support needs, when making requests for adjustments to published assessment arrangements. Centres will find more guidance on this in the series of publications on Assessment Arrangements on SQA's website: www.sqa.org.uk/sqa//14977.html.

Appendix 1: Reference documents

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♦ Course Specifications
♦ Design Principles for National Courses
♦ *Guide to Assessment (June 2008)*
♦ Overview of Qualification Reports
♦ *Overview of Qualification Reports*
♦ *Principles and practice papers for curriculum areas*
♦ *Research Report 4 — Less is More: Good Practice in Reducing Assessment Time*
♦ *Coursework Authenticity — a Guide for Teachers and Lecturers*
♦ SCQF Handbook: User Guide *(published 2009)* and SCQF level descriptors (to be reviewed during 2011 to 2012): www.sqa.org.uk/sqa/4595.html
♦ SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work
♦ Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool
♦ SQA Guidelines on e-assessment for Schools
♦ SQA Guidelines on Online Assessment for Further Education
♦ SQA e-assessment web page: www.sqa.org.uk/sqa/5606.html

Administrative information

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History of changes to Unit Support Notes

Unit details	Version	Description of change	Authorised by	Date
	2.0	Information clarified and expanded throughout.	Qualifications Development Manager	August 2013

Unit Support Notes — Analysing Media Content (National 3)

Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the Analysing Media Content Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

♦ the *Unit Specification*
♦ the *Course Specification*
♦ the *Course Support Notes*
♦ appropriate assessment support materials

If the *Unit Support Notes* have been developed for a Unit which is not part of a Course, then it is only necessary to read them in conjunction with the *Unit Specification*.

General guidance on the Unit

Aims

The general aim of this Unit is to provide learners with the opportunity to develop the skills needed to analyse media content. This Unit provides learners with the opportunity to develop basic knowledge of the key aspects of media literacy central to the simple analysis of media content.

Learners who complete this Unit will be able to:

1   Carry out simple analysis of media content

Exemplification of the standards in this Unit is given in the Unit Assessment Support.

Progression into this Unit

Entry to this Unit is at the discretion of the centre.

Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the National 3 Media *Course Support Notes.*

If the Unit is being delivered on a free-standing basis, teachers and lecturers are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

Progression from this Unit

Completion of this Unit may provide progression to:

♦   National 4 Media or any relevant component Units

Approaches to learning, teaching and assessment

This section provides advice and guidance on specific approaches and methods that can be used to deliver this Unit. There are a variety of learning and teaching approaches which can be used to deliver this Unit and enrich the experience of learners.

Naturally occurring evidence
Assessment approaches should aim to help learners progress through the Unit at their own pace and enable them to demonstrate their achievements in a range of ways. Teachers and lecturers should explore opportunities in the day-to-day delivery of the Unit to observe learners providing evidence which satisfies the Unit, completely or partially. This is naturally occurring evidence.

Possible approaches to learning and teaching
An engaging and supportive learning environment should be provided to encourage active learner involvement where a range of media texts across medium and genre are studied. Learners should be encouraged to apply the knowledge they have gained through led analysis to media content that they experience as part of their life.

Learning and teaching approaches should be informed by the straightforward analysis of the following key aspects as they apply to particular examples of media content:

♦ categories
♦ language
♦ narrative

♦ representation
♦ audience
♦ institution

The key concepts are interrelated and it is important that learners develop simple knowledge and understanding of them at an early stage of the Course.

The National 3 Media Course offers many opportunities for personalisation and choice in the selection of content for analysis. Learners will benefit from studying media content which they can easily engage with and understand, such as straightforward genre texts, advertisements, film posters and trailers. Analysing a mixture of extracts, complete texts and groups of texts which are linked in some way (eg by genre or topic) will enhance learners' understanding of media content in context, and the role of media.

Possible content for analysis could include:
♦ broadcast advertisements
♦ film posters
♦ television sitcoms or soap operas
♦ podcasts
♦ magazines
♦ video games
♦ radio drama
♦ online/print newspapers
♦ a website
♦ a multimedia advertising campaign

♦ films

It is beneficial for learners to encounter as many media sectors and platforms as possible, particularly as multi-platforming becomes ever more prevalent. An example of this is as follows:

The teacher/lecturer introduces *Cycling the Americas with Marc Beaumont* to the learners. Together, the teacher/lecturer and learners look at how the programme concept is developed into radio, podcasts, blogging, websites, magazine interviews, and books.

This same approach could also be applied to a Hollywood blockbuster such as *Batman*, to see how the same principle works across film, spin-off cartoons, merchandising, video gaming, posters and so on.

By carrying out analyses on two different media sectors (for example television and press) learners will benefit from as much exposure to the key concepts as possible.

Following group discussion, the teacher/lecturer can use examples of some film genres and discuss the use of film posters as a marketing tool. Two posters for different genres could then be chosen and analysed.

A simple example would be the posters for *Bridesmaids* (2010) and *Sweeney Todd* (2007). The contrast between a romantic comedy and a horror film should yield some good analysis.

Learners could be asked if they think these are good posters, which would encourage and develop evaluation skills. The discussion should lead to the beginnings of an understanding of the conventions of the film posters, and this will introduce the concept of media language. From these posters they will probably notice the different uses of colour, lighting, fonts and body language.

The example given above could be further developed with reference to film trailers.

Trailers are useful because they are brief, but display the key concepts. The teacher/lecturer should try to work with learners' preferences and give some choice, but it is also an opportunity to discover film from different cultures and broaden horizons.

♦ Scottish texts could include *Local Hero* (1983), *Shallow Grave* (1994), *Trainspotting* (1996), *Sweet Sixteen* (2002), *Ae Fond Kiss* (2004), *The Last King of Scotland* (2006), and *Donkeys* (2011). The teacher/lecturer would need to work with the age of the learners and check the trailers for appropriateness of content, but some trailers have lower BBFC age ratings than the actual films. This list includes opportunities to discuss the representation of issues such as racism, nationhood, gender, age, violence, drug-taking, and many others.
♦ High-budget American films can often be used to engage learners, who may already be familiar with them. For example, the trailer for the film *Man on a Ledge* (2012) has a clear narrative, use of language, representation and purpose. Using the trailer the learners can discuss the pace of editing, use of colour, shot sizes, lighting, camerawork, sound, props, costumes and locations. Depending on the learner group some of the language of film

analysis could be introduced, such as mis-en-scene or diegetic sound, which can aid progression to National 4.

♦ The teacher/lecturer can show learners film clips from many different genres, such as science fiction, gangster, social realist, romantic comedy, thriller, western, drama etc. The learners should begin to pick up on the idea of generic conventions and an understanding of the form of feature film. The films picked will encourage discussion on the contexts involved and the institutions behind them. For example, they may discuss the effect of budget on a text and how artistic freedom can be affected.

The sector of advertising also presents many opportunities for the analysis of media content. The teacher/lecturer could pick a particular product type and look at the history of that type. Soap powder ads are interesting to look at because of their representation of gender. The discussion of stereotyping is to be encouraged, and advertising is a useful sector in looking at representations of race, nationhood, gender, age and disability. This will promote an inclusive view of society.

Language, representation and purpose are very simple to analyse in advertisements and, in evaluating their effectiveness, learners are learning how to evaluate their own efforts when it comes to creating media content.

Approaches to assessment

Assessment evidence can take any appropriate form. Assessors should use their professional judgement, subject knowledge and experience, and understanding of their learners, to determine the most appropriate ways to generate evidence and the conditions and contexts in which they are used.

Approaches to the assessment of Units when they form part of a Course may differ from approaches to assessing the same Unit when it is not being delivered as part of a Course. Where Units are delivered on a freestanding basis, teachers/lecturers will have more flexibility to develop approaches to delivering and assessing the Units.

Evidence for this Unit is likely to include a combination of written, oral and/or recorded evidence. The work can be presented for assessment in a variety of formats depending on the preferences of centres and learners, as long as this covers all essential requirements for the Unit.

The Assessment Standards can be achieved over a number of different occasions, and with reference to a single example of media content, or a number of different examples.

Accurate, regular feedback as part of learning and teaching will help learners prepare for assessment. Some assessment evidence will occur naturally from the group work that learners engage in when analysing media content.

The following table suggests some approaches to learning, teaching and assessment. Other approaches are possible.

Assessment Standard	Suggested approach to learning and teaching	Suggested approach to assessment and gathering evidence
1.1 Describing media content	This could be covered in the analytical tasks on simple broadcast advertisements, posters and film trailers outlined above. Learners could use the concepts and terminology relevant to the particular medium, form and genre.	This could be assessed by the use of simple restricted response questions such as 'What is the genre of this film trailer?' 'How do you know?' Some of the learners may be keen to try a simple unseen exercise where they encounter new media content and analyse it in terms of the key concepts. Annotations made on a print advertisement could be kept.

1.2 Describing media contexts	The learners should be encouraged to consider the institutional background of all the content they analyse, and taught to think about the Representations and why they have been selected to appeal to different audiences.	They could be given some magazine advertisements with clear target audiences for products such as age-defying products for women, aftershave for men. They could be given some simple questions on what these posters suggest and why they have been created. The issue of stereotyping might be discussed.
1.3 Identifying the relationship between media content and context	Learners show knowledge of the relationship between the example of media content and the context this is situated in.	Learners could show understanding of the relationship between an advert and the advertising industry by identifying an advertising control and describing how it affected the content.
1.4 Applying knowledge of the relevant key aspects of media literacy	These should arise naturally from discussion of the various simple media content. The learners should be taught to realise that some of the concepts work across different media, for example representation in posters, television programmes and newspapers.	Learners can write up the analyses that they have completed in a logbook, using a variety of writing and images. This logbook could be used for the duration of the Course and include many responses to the media they encounter. Alternatively, learners might create display material, give a presentation or engage in discussion.

Developing skills for learning, skills for life and skills for work

Information about developing skills for learning, skills for life and skills for work in this Unit is given in the relevant Course Support Notes.

Equality and inclusion

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these *Course Support Notes* is designed to sit alongside these duties but is specific to the delivery and assessment of the Course.

It is important that centres are aware of and understand SQA's assessment arrangements for disabled learners, and those with additional support needs, when making requests for adjustments to published assessment arrangements. Centres will find more guidance on this in the series of publications on Assessment Arrangements on SQA's website: www.sqa.org.uk/sqa//14977.html.

Appendix 1: Reference documents

The following reference documents will provide useful information and background.

♦ Assessment Arrangements (for disabled learners and/or those with additional support needs) — various publications on SQA's website: http://www.sqa.org.uk/sqa/14976.html
♦ Building the Curriculum 4: Skills for learning, skills for life and skills for work
♦ Building the Curriculum 5: A framework for assessment
♦ Course Specifications
♦ Design Principles for National Courses
♦ *Guide to Assessment (June 2008)*
♦ Overview of Qualification Reports
♦ *Principles and practice papers for curriculum areas*
♦ *Research Report 4 — Less is More: Good Practice in Reducing Assessment Time*
♦ *Coursework Authenticity — a Guide for Teachers and Lecturers*
♦ SCQF Handbook: User Guide *(published 2009)* and SCQF level descriptors (to be reviewed during 2011 to 2012): www.sqa.org.uk/sqa/4595.html
♦ SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work
♦ Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool
♦ SQA Guidelines on e-assessment for Schools
♦ SQA Guidelines on Online Assessment for Further Education
♦ SQA e-assessment web page: www.sqa.org.uk/sqa/5606.html

Administrative information

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Superclass: KA

History of changes to Unit Support Notes

Unit details	Version	Description of change	Authorised by	Date
	2.0	Information clarified and expanded throughout.	Qualifications Development Manager	August 2013