

# Draft National Unit Specification



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**Unit title:** Media: Analysing Media Content (Higher)

**SCQF:** level 6 (9 SCQF credit points)

**Unit code:** to be advised

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## Unit outline

The general aim of this Unit is to provide learners with the skills needed to analyse media content in context. Learners develop knowledge of the concepts and terminology central to the detailed analysis of media content.

Learners who complete this Unit will be able to:

- 1 Analyse complex media content using knowledge and understanding of relevant concepts and terminology
- 2 Analyse the relationships between complex media content and media contexts

This Unit is a mandatory Unit of the Higher Media Course and is also available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Unit Support Notes* which provide advice and guidance on delivery, assessment approaches and development of skills for learning, skills for life and skills for work. Exemplification of the standards in this Unit is given in the *National Assessment Resource*.

The Course Assessment Specification for the Higher Media Course gives further mandatory information on Course coverage for learners taking this Unit as part of the Higher Media Course.

## Recommended entry

Entry to this Unit is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

- ◆ Media (National 5) Course or relevant component Units

## Equality and inclusion

This Unit Specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. For further information please refer to the *Unit Support Notes*.

# Standards

## Outcomes and assessment standards

### Outcome 1

The learner will:

- 1 Analyse complex media content using knowledge and understanding of relevant concepts and terminology by:**
  - 1.1 Demonstrating an understanding of purpose, form, audience and meaning
  - 1.2 Explaining how the meaning is shown through relevant concepts
  - 1.3 Using appropriate terminology to describe complex media content
  - 1.4 Evaluating how effective complex media content is in meeting its purpose

### Outcome 2

The learner will:

- 2 Analyse the relationships between complex media content and media contexts by:**
  - 2.1 Explaining how media contexts are created through the use of a range of key concepts
  - 2.2 Using appropriate terminology to describe complex media contexts
  - 2.3 Explaining the main aspects of relationships between media content and media context appropriate to society, culture, industry and technology

## Evidence Requirements for the Unit

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.

Evidence can be gathered for individual activities for the Outcomes or gathered holistically for the Unit, Units or Course as a whole by combining assessment across Outcomes.

Media content refers to all media texts and products. The media content should be texts or products which have been completed for a purpose, for personal or commercial use. For this Unit, learners will be required to provide evidence of:

- 1 Detailed analysis of complex media content from at least two different forms:
  - ◆ moving image
  - ◆ still image
  - ◆ print
  - ◆ audio
  - ◆ web-based
- 2 Detailed analysis of at least two relationships between media content and media contexts
- 3 Using terminology accurately and appropriately to analyse media content and media contexts

- 4 Knowledge and understanding of the key concepts of categories, language, narrative, representation, audience, and institutions

Exemplification of assessment will be provided in the *National Assessment Resource*. Advice and guidance on possible approaches to assessment is provided in the *Unit Support Notes*.

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# Development of skills for learning, skills for life and skills for work

*(Note: The information given below reflects the initial thinking on significant opportunities for development of skills for learning, skills for life and skills for work. These may be subject to change as the development process progresses.)*

It is expected that learners will develop broad, generic skills through this Unit. The skills that learners will be expected to improve on and develop through the Unit are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Unit where there are appropriate opportunities.

## **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

Amplification of these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills should be at the same SCQF level of the Unit and be consistent with the SCQF level descriptor. Further information on building in skills for learning, skills for life and skills for work is given in the *Unit Support Notes*.

## Administrative information



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**Published:** November 2011 (draft version 1.0)

**Superclass:** to be advised

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### History of changes

Version	Description of change	Authorised by	Date

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Note: readers are advised to check SQA's website: [www.sqa.org.uk](http://www.sqa.org.uk) to ensure they are using the most up-to-date version of the Unit Specification.