
Unit title: Analysing Media Content (National 5)

SCQF: level 5 (9 SCQF credit points)

Unit code: to be advised

Unit outline

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

The Media (National 5) Course provides learners with the opportunity to develop their skills in analysing and creating media content. The two Units, taken together, include the skills of analysing and creating media content. This Course provides the opportunity to integrate these skills because creation and analysis are inextricably linked. Each Unit also offers opportunities for learners to focus on particular skills.

Learners who complete this Unit will be able to:

- 1 Analyse detailed media content using knowledge of media concepts and terminology
- 2 Understand the relationship between detailed media content and a familiar media context

This Unit is a mandatory Unit of the Media (National 5) Course and is also available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Unit Support Notes* which provides 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*.

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 4) Course or relevant component Units

In terms of prior learning and experience, relevant experiences and outcomes may also provide an appropriate basis for doing this Unit. Further information on relevant experiences and outcomes will be given in the *Unit Support Notes*.

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*.

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Standards

Outcomes and assessment standards

Outcome 1

The learner will:

- 1 Analyse detailed media content, using knowledge of media concepts and terminology, by:**
 - 1.1 Identifying and explaining the purpose, audience and some main ideas
 - 1.2 Describing how some significant aspects of media concepts are used to convey the meaning, as appropriate to the context
 - 1.3 Using some appropriate critical terminology and some significant reference to detailed media content
 - 1.4 Describing some significant aspects of the effect of detailed media content in meeting its purpose
 - 1.5 Describing some significant relationship between detailed media content and society, appropriate to purpose and audience

Outcome 2

The learner will:

- 2 Understand the relationship between detailed media content and a familiar media context by:**
 - 2.1 Identifying and explaining at least one of the following familiar contexts: moving image, still image, print, audio, web-based or other digital media
 - 2.2 Identifying and describing how familiar media contexts are created through the use of some significant media concepts
 - 2.3 Using some appropriate critical terminology, with some significant reference to detailed media content
 - 2.4 Identifying and explaining some significant relationship between a familiar media context and society, appropriate to purpose and audience

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.

For this Unit, learners will be required to provide evidence of:

- ◆ analysing at least one part of detailed media content through the use of at least two media concepts from the following: categories, language, narrative, representation, audience, institutions
- ◆ understanding the relationship between at least one part of detailed media content and at least one familiar media context from the following: moving image, still image, print, audio, web-based or other digital media

Media content refers to all media texts and products. The media content should be structured and should have been created for purchase, consumption or personal use as a single entity.

Evidence of learning outcomes can be in written, oral or digital form. Evidence can be gathered for individual Outcomes or gathered holistically for the Unit, Units or Course as a whole by combining assessment in one activity, or more.

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*.

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

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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Superclass: to be advised

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 to ensure they are using the most up-to-date version of the Unit Specification.