



National 2
Unit
Specification



Media: Creating Media Products (Individual Activity) (National 2)

SCQF: level 2 (6 SCQF credit points)

Unit code: H8M1 72

Unit outline

The general aim of this Unit is to provide opportunities for learners to use different media to create their own media products.

Learners who complete this Unit will be able to:

- 1 Plan media products for a given brief.
- 2 Create media products for a given brief.
- 3 Review practical media activities.

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 *Unit Assessment Support*.

Recommended entry

Entry to this Unit is at the discretion of the centre. However, relevant experiences and outcomes may provide an appropriate basis for doing this Unit.

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 Plan media products for a given brief by:

- 1.1 Choosing media products
- 1.2 Selecting content and resources appropriate for the chosen media products
- 1.3 Identifying the main tasks required to create media products

Outcome 2

The learner will:

2 Create media products for a given brief by:

- 2.1 Carrying out the main tasks required to create media products
- 2.2 Presenting media products in an appropriate format

Outcome 3

The learner will:

3 Review practical media activities by:

- 3.1 Identifying strengths of created media products
- 3.2 Identifying a possible improvement for created media products

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 may be presented for individual Outcomes or it may be gathered for the Unit as a whole through integrating assessment for all Outcomes. If the latter approach is used, it must be clear how the evidence covers each Outcome.

For Outcomes 1 and 2, evidence is required which demonstrates the learner's selection and use of appropriate content and resources to create at least two media products for a given brief. A different medium should be used for each media product. Evidence is also required which demonstrates that the learner presented each of the created media products in an appropriate format.

For Outcome 3, evidence is required which demonstrates the learner's identification of at least one strength of and at least one possible improvement for each media product created.

Two simple media products should be produced to provide the required evidence. The media products could be part of, rather than, complete media productions. For example, one media product could be the production of a set of captioned photographs suitable for inclusion in a newspaper.

It is expected that learners will receive support to achieve the Outcomes of this Unit.

For this Unit, evidence could include audio and/or audio-visual files recorded on CD and/or DVD, printed materials, observation checklists, logs, recorded oral responses, photographic evidence, video evidence, or their equivalent. Assessors should be confident that there is sufficient evidence to support their judgement that the Assessment Standards have been met. Evidence may be gathered using the learner's usual means of communication.

Exemplification of assessment is provided in *Unit Assessment Support*. 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

1.3 Listening and talking

5 Thinking skills

5.2 Understanding

5.3 Applying

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 as 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

Published: January 2015 (version 1.0)

Superclass: KA

History of changes

Version	Description of change	Authorised by	Date

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