

MEDIA STUDIES
Access 2

Third edition – published November 1999

**NOTE OF CHANGES TO ACCESS 2 ARRANGEMENTS
THIRD EDITION PUBLISHED NOVEMBER 1999**

CLUSTER TITLE: Media Studies (Access 2)

CLUSTER NUMBER: C058 08

National Cluster Specification

Cluster Details Minor modifications to text
 Core skills statements inserted

National Unit Specification:

All units Modifications to text for note on range and evidence requirements
 Minor textual changes throughout;
 Special Needs and core skills statements inserted

National Cluster

MEDIA STUDIES (ACCESS 2)

CLUSTER NUMBER C058 08

STRUCTURE

The cluster comprises three mandatory units:

<i>D332 08</i>	<i>Media Analysis (Access 2)</i>	<i>1 credit (40 hours)</i>
<i>D333 08</i>	<i>Media Practical (Access 2)</i>	<i>1 credit (40 hours)</i>
<i>D334 08</i>	<i>Media Production (Access 2)</i>	<i>1 credit (40 hours)</i>

In common with all courses, this programme of study includes a further 40 hours over and above the 120 hours of the component units. This is for induction, extending the range of learning and teaching approaches, support, consolidation and integration of learning. This time is an important element of the programme of study and advice on its use is included in the cluster details.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

Administrative Information

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National Cluster: general information (cont)

CLUSTER Media Studies (Access 2)

CORE SKILLS

This cluster gives automatic certification of the following:

Complete core skills for the cluster	Problem Solving	Acc 2
	Working with Others	Acc 2

Core skills components for the cluster	None
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For information about the automatic certification of core skills for any individual unit in this cluster, please refer to the general information section at the beginning of the unit.

Additional information about core skills is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

National Cluster: details

CLUSTER Media Studies (Access 2)

RATIONALE

The media play a central role in the modern world and affect society at all levels: economic, political, social, cultural and individual. The aim of Media Studies is to develop critical understanding and appreciation of the media and their products and to develop practical skills in media technology.

At this level media education offers valuable opportunities for developing self-esteem and language skills. Many candidates use the media confidently and with great interest and pleasure. This programme of study offers opportunities to extend the knowledge and skills developed by everyone growing up in a media-rich society. There is considerable scope for the exploration of various issues including equal opportunities and possible marginalisation of some groups by the media.

Media Studies (Access 2) is concerned with developing basic knowledge and understanding of the media and their products through a balance of analytical and practical work. It also develops skills in planning, producing and evaluating simple media products.

The programme of study develops a range of practical, problem-solving and team-working skills which are applicable to a range of subjects, contexts and activities.

Aims

- to develop a basic critical awareness of simple media texts
- to foster enjoyment of media texts
- to enable candidates to communicate knowledge and understanding of media texts
- to encourage the use of practical knowledge and understanding in analytical activities
- to develop basic skills in the use of technology to create meaning
- to encourage the use of basic media technology
- to encourage the ability to work independently and as part of a team
- to develop a structured and evaluative approach to production work
- to enable candidates to communicate about the planning, production and evaluation stages of media production
- to apply concepts learned through analysis of media products in production activities
- to provide enjoyment of the subject

CONTENT

The component units have been designed to be as flexible as possible so that both the texts studied and the kind of production work undertaken can be selected by candidates in negotiation with teachers/lecturers.

There are key aspects of Media Studies which are integral to the work in all units. These are:

- categories
- language
- narrative
- representation
- audience
- institution
- technology

National Cluster: details (cont)

CLUSTER Media Studies (Access 2)

A summary and explanation of these key aspects and a glossary of related terminology is contained in Appendices 1A and 1B. Where appropriate, candidates may learn and apply the terminology but the main purpose of the Appendices is to inform the teacher/lecturer's planning of the programme of study.

It should be noted that these Appendices are applicable to all levels of study. Candidates working within Access 2 should expect limited exposure to its contents, particularly with respect to familiarity with the terms used.

These aspects have an integrative function in the programme of study. The key aspects cannot be separated from one another and should be looked at in terms of how they relate to one another. Work within units should relate as appropriate to these key aspects and teacher/lecturer awareness of the key aspects should inform learning and teaching throughout the programme of study.

The programme of study is designed on the principle that theory must inform practice and practice must inform theory. Therefore the programme should be delivered in such a way that there is a balance of practical and analytical activities. Although the units may be delivered sequentially or concurrently, it is recommended that the *Media Analysis* unit and the *Media Practical* unit be run in parallel, prior to *Media Production*.

Media Analysis (Access 2)

In this unit candidates will develop basic skills in describing media texts and contexts of production. Candidates will also develop skills in giving personal reactions to texts. The content of this unit will include an introduction to the programme of study and the main forms of media, and identification of the media texts/products which most influence the lives of the candidates in the teaching group.

At Access 2, the media texts selected for study should be short, either complete in themselves or an extract from a longer text. They should be familiar and simple in structure so that the textual features are obvious. The choice of texts is at the discretion of the centre but it is likely that they will be selected according to the interests, abilities and needs of the candidates within any teaching group.

It is recommended that candidates explore a range of media texts appropriate to this level. For assessment purposes, it will be necessary for candidates to analyse at least two texts in different media.

The range of media texts which may be considered include:

- print (eg newspaper, comic, magazine, popular literature)
- non-print (eg radio, television, cinema, popular music)
- fiction (eg story in a comic, extract of soap opera, lyrics of a pop song)
- non-fiction (eg documentary on a pop group, news item, problem page of a teenage magazine)

National Cluster: details (cont)

CLUSTER Media Studies (Access 2)

Suitable examples of text for study might include:

- print: press/magazine/comic front covers; tabloid news stories; comic stories
- radio: news bulletins/stories; drama; magazine programme
- television: news programmes; soap operas; quiz shows; animated shorts
- cinema: blockbuster films; film stars; animated films
- popular music: the product and marketing of the current most popular male and female acts; products in a range of musical genres; music videos
- advertising: a range from the above media

It is recommended that candidates at this level should study a range of textual features. For assessment purposes it will be necessary for candidates to comment on a minimum of three key aspects and any five textual features. Every textual feature reflects one or more key aspects. For the purposes of Access 2, the following guidelines are offered for study:

Textual features of Categories

- medium (eg radio, television, press)
- purpose (eg to inform, to entertain, to persuade, to make profit)
- form (eg TV drama, radio light entertainment)

Textual features of Language

- conventions (eg page size, basic camera shots used to present the text)

Textual features of Narrative

- persons, places or settings, events and actions which illustrate what is happening in the text

Textual features of Representation

- stereotyping (eg old person with wrinkles, dentures, walking stick)

Textual features of Technology

- use of technology apparent in text (eg sound effects, lighting, costume, set)

Candidates may consider texts in both print and non-print media in order to identify the media and form as well as describing the purposes of the text (for example, entertainment, information, persuasion, education, profit). They should be able to describe at a basic level what is happening in the text (people or characters, places or setting, and events or action) as well as describing how it is presented through the use of basic conventions (typical ways in which mainstream texts are constructed) and stereotypes (typical representations of people, places and events).

National Cluster: details (cont)

CLUSTER Media Studies (Access 2)

Candidates should be able to give personal reactions to media texts. Initially these reactions may be spontaneous and unstructured but the study of media texts should allow candidates to learn a framework and terminology for describing their personal reactions to texts in a more structured and knowledgeable way. Candidates should be taught how to explain their personal reactions through reference to:

- textual features - for example, predicting what will happen next in a fictional or factual narrative; identification with the main character/star/personality or identification with the situation; enjoyment of technological features such as cinematic special effects
- personal factors - these are related to the candidate as audience and may include age, gender, personal interests, personal experiences and personal values for example, a male teenager who likes action movies and computer games

The candidates should develop awareness of the contexts in which media texts are produced. At Access 2, this area of study should focus on the investigation of the production of one text which should be selected by candidates following discussion with the teacher/lecturer. The investigation should cover the following areas:

- production company - who made the text?
- target audience - for whom?
- technology involved in the production and distribution of the media text - how was the text made? This should be covered in general terms only to provide the candidates with a basic outline rather than a detailed analysis at this level

Candidates may explore the choices made by individuals or groups of professionals during the production process (eg the selection of language aimed at a particular target audience, a disc jockey's choice of music; how a film is marketed through posters, trailers, toys and other spin-off products). Various jobs in the industry may also be explored such as layout artist, sound engineer, director, editor, camera operator.

Candidates should become aware that media texts are constructed in particular ways with specific aims in mind, for example to teach specific target audiences, to generate income, to communicate a message, to highlight an issue. This can be explored through examining advertising in newspapers and magazines as well as in television and radio commercial breaks. It can also be seen in blockbusters.

While considering potential audiences for the text selected for investigation, candidates should learn to recognise themselves as consumers.

The use of technology in production, distribution or consumption of media products should be explored where appropriate. For example, Hollywood blockbusters with large production budgets might be compared and contrasted with a low-budget film or video production.

There should be a practical approach to the investigation which might include visits to local media facilities, for example, local radio, newspapers, video and film workshops, cinemas and regional film theatres. Questionnaires could be used where appropriate. For further details on the content of this unit please refer to Appendix 1B.

National Cluster: details (cont)

CLUSTER Media Studies (Access 2)

Media Practical (Access 2)

This unit is designed as a ‘bridge’ between the *Media Analysis* unit and the *Media Production* unit. The benefits of this unit are:

- candidates can have practical experience of some of the issues addressed in the *Media Analysis* unit thus consolidating understanding
- candidates can have practical experience of planning and making products in more than one medium
- the activities in this unit do not require a high level of technological provision; they can be ‘low-tech’ (eg using a cassette recorder) or ‘no-tech’ (eg a photoplay exercise)
- candidates have the opportunity to acquire and to practise some of the component individual and group skills which they will further develop in the *Media Production* unit

The main purpose of the *Media Practical* unit is to complement and reinforce understanding of key aspects through personal experience and practice. Media products will be simple and may be completed in a short period of time. The unit gives opportunities to develop problem-solving skills by reinforcing a three-part procedure of planning, producing, reviewing and evaluating. The unit also provides a context to develop skills of working in a group where appropriate. Candidates should undertake a range of practical exercises.

Examples of technological tasks include:

- cropping a photograph and captioning it
- taking a single still image
- speaking or dubbing a voice-over on to an existing advert
- storyboarding a new advert on disk
- recording an interview for a radio programme

Examples of non-technological tasks include:

- arranging photographs to tell a story
- selecting a photograph for an advert
- initial rough designs for an advert for a product
- drawing a poster for a film
- casting a film from photographs of stars
- being a presenter for an extract of a TV programme (eg talk show, news programme)

Candidates will be expected to produce simple media products which will not in themselves be complete media productions, for example a set of captioned photographs suitable for a newspaper, as opposed to a complete newspaper.

It is important to emphasise that good planning is essential in the simplest practical activity. Availability of resources and individual needs and interests of candidates should determine the activity.

Candidates planning media products should explore categories of media through the choice of different media for practical exercises. Candidates should engage with a range of media, for example print and single still images such as advertising, posters, magazine and newspaper photographs; sound media such as radio or popular music; and moving image media such as television and film. Planning should take account of the target audience.

National Cluster: details (cont)

CLUSTER Media Studies (Access 2)

Practical activities will give candidates opportunities to work together using a problem-solving approach with support. They should develop awareness of and be encouraged to use the appropriate language for each media product, for example 'headlines' in relation to a short news broadcast or newspaper item, 'cast' in relation to actors. Candidates should be able to describe what is happening in their texts, for example why they have used a certain shot - long shot or close-up when filming; why they have chosen certain captions for the photographs.

They should be aware of their target audiences and at what age group or gender their media text is aimed.

Candidates should develop skills of co-operation through their responses to other candidates and the teacher/lecturer during the planning and making of the simple media products.

Candidates should be introduced to the process of review and evaluation and it will be important to ensure that candidates are aware of the criteria and the vocabulary for this process. Clearly, at this level, candidates will need a high level of support. The review and evaluation should include:

- what candidates have learned about their own practices
- what candidates have learned about the professional media practice which they have experienced - for example, the need for teamwork, the pressures of working to a deadline, the need for practical skills (which may be technological and/or non-technological) in making media products and the importance of choosing particular words, images and sounds in order to express the meaning the candidate intended
- why candidates made certain decisions and what effect these decisions had on the finished product - for example, cutting or masking a photograph to emphasise a particular person or aspect of an event; using bubbles for dialogue and captioning in a comic strip; the size, colour, size of type and information included in a poster; the use of a close-up shot for dramatic effect in a film

Media Production (Access 2)

When this unit is taken as a component of the Media Studies (Access 2) programme, candidates should integrate and consolidate the knowledge, understanding and skills acquired in the other two units.

The main focus of the unit will be on contributing to a structured group production which involves the design of a simple media product with a specific audience in mind. Candidates should be given personal and practical experience of some of the issues which face media professionals.

The unit extends understanding of the key aspects of Media Studies through experience and practice while developing practical skills in the technology of media production. Ideally candidates should operate in a group. This will allow the production to be substantial enough to allow all the key aspects (Categories, Languages, Narrative, Representation, Audience, Institution, Technology as outlined in Appendix 1B) to be investigated. Most mass media are produced by institutions rather than individuals, and group production allows for insights into their processes. Teacher/lecturer awareness of the key aspects should inform learning and teaching throughout the programme of study. Candidates should develop a basic understanding of what the terminology means and be encouraged to apply it where appropriate.

National Cluster: details (cont)

CLUSTER Media Studies (Access 2)

The unit provides opportunities to develop problem-solving skills by reinforcing a three-part procedure of planning, producing, reviewing and evaluating. The unit also provides, where appropriate, a context to develop skills of communication within a group.

Examples of group production activities include:

- photoplays and photojournalism
- making a short radio programme lasting for a maximum of 5 minutes
- making a short video documentary or news report lasting for maximum of 5 minutes
- producing a short (3-4 page) newspaper or magazine
- making a music video or sequence
- producing a television or radio advertisement
- designing simple animations
- producing pages of an electronic magazine for the World Wide Web

The topic chosen for the production should be within the experience of the candidates and should use research resources provided by the centre. Target audience and purpose should be within their experience (eg to entertain children, to inform teenagers about health topics). Candidates will be expected to evaluate the process and the production.

The planning should take into account the medium, form, purpose and target audience. Access to production technology and other limitations of technology, time and budget should be considered also. Planning should involve an outline of the contents of the production and decisions about how information will be gathered. Individual, pair and small-group tasks of search and production should be identified, for example different articles, photographs or illustrations for a small magazine. Scripts, storyboards or other outlines may be produced in the planning stage. Other aspects included in planning might be organising locations or sets, deciding on costumes and actors or presenters, organising interviews. Even for simple productions such choices have to be made.

In group productions, co-operation, teamwork and communication are key factors. Candidates will take different production roles. Teachers/lecturers should ensure that the candidate takes or understands at least one of the following roles:

- a non-technological role such as presenter, actor, continuity person, reporter, runner
- a technological role such as sound recordist, camera operator, page designer

Whatever the medium, the products should be at a simple level but should provide progression from the group media products created in the unit *Media Practical*. For example, photographs might be taken using automatic or digital camera; newspapers and magazine pages could use templates; video and audio sequences can be simply edited. The effectiveness of the candidate's contribution is more important than the polish of the finished product. Any group production should be in a single medium. If all candidates are not able to operate in the same medium, then it may be necessary to divide the class into two production groups so that each may choose an appropriate medium. For example, one group may operate in a visual medium such as computer animation or production of a comic, and another may operate in an aural medium such as radio.

National Cluster: details (cont)

CLUSTER Media Studies (Access 2)

Candidates should further develop their skills of co-operation, contributing to planning and making of media products and review and evaluation. Although the unit is essentially a group activity, each candidate should make an identifiable individual contribution to the group production. The size of the group is at the discretion of the teacher/lecturer but it may be an added challenge to candidates to work in larger groups than they did in a previous unit in the cluster.

For any group production, candidates will require knowledge and understanding of the main steps of planning and production in their chosen medium. The production process in which the candidates engage should reflect these steps, although the candidate group production is unlikely to simulate accurately professional roles and practice. For example, the individual candidates may take photographs or write stories/articles which can be assembled into a magazine, rather than members of a group taking responsibility for roles which simulate professional practice.

Candidates require to understand the reasons behind the decisions taken and, with support, to be able to judge if they could make any improvements to the process or product in a future group production. Improvements that candidates might suggest could include adding material, removing material or changing the production technically or aesthetically. Any interpersonal issues, such as the effectiveness of the teamwork, should be discussed also.

Added benefit from taking the cluster group of units

There is added benefit to be derived from taking the units as a cluster rather than as discrete units:

- taken together, the component units offer opportunities for delivery as a coherent, integrated, holistic experience
- balance and breadth of candidates' experiences and learning will be promoted
- analytical/practical activity may be integrated so that theory reinforces practice and vice versa
- skills and abilities developed through integrated activity support learning as a whole
- candidates develop abilities to sustain effort and concentration, come to conclusions, make decisions, complete a process and evaluate their work

ASSESSMENT

Access differs from courses at other levels in that there is no external assessment. However a cluster provides opportunities for sustained and progressive learning and for more broadly-based integration of knowledge and skills than is possible in discrete units.

Candidates should be aware of assessment criteria and instruments. It is anticipated that ongoing assessment will take place, informing and supporting candidates. Holistic approaches to assessment should be adopted. A variety of approaches to assessment may be appropriate. Details of assessment are provided in the unit specifications. Candidates will prepare for the outcomes of each unit, which will evolve through learning and teaching activities across the units.

National Cluster: details (cont)

CLUSTER Media Studies (Access 2)

APPROACHES TO LEARNING AND TEACHING

The design of the programme of study will enable candidates to work alongside others operating at Access 3, affording them opportunities to progress beyond those outcomes which can be achieved at Media Studies Access 2.

Integration

It will be important to create and foster opportunities for integration within the overall curriculum of the candidates so that Media Studies work can relate to or prepare candidates for work in other subjects.

Media Studies work will have most value if it relates to and is integrated into the everyday lives and experiences of the candidates themselves. At the beginning of the programme of study, it will be important to find out what candidates' starting points are in terms of media consumption and knowledge. This should allow the initial media texts selected and introductory practical activities to reflect the experiences and preferences of candidates.

The component units are closely related and there are opportunities to link the outcomes and build skills across the units. For example, analysis of a short television fiction text can lead to practical work in individual television-related exercises such as storyboarding or exploring basic camera shots, which may in turn lead to the group production of a simple television advertisement. Alternatively, this process can be reversed and the insight gained from practical work can be used to inform the analysis of a television text.

It is possible to teach the units as free-standing or completely integrated but it is recommended that the *Media Analysis* unit and the *Media Practical* unit are run in parallel, prior to *Media Production*. It is also recommended that the candidates keep a folder which could contain photographs, sketches, notes for the planning stage of the *Media Production* unit as well as media products. In addition, a pre-formatted logbook could be kept by the candidates in relation to tasks undertaken and equipment used.

Materials/equipment

The candidates should be encouraged to gain practical experience by using a range of materials and equipment in the creation of their own media products, for example, camcorders, video playbacks, televisions, tape recorders, word processors, inks, paints, cameras. The abilities and interests of the candidate group should be taken into account in the selection of materials/equipment.

Methodology

In the main, candidates should be learning through a problem-solving approach supported by discussion and either analytical or practical activity. Expository teaching should be limited but may be necessary to introduce analytical concepts and to demonstrate specific practical skills.

Both individual and group work should be used. Groupings should be varied, for example the groups in the *Media Practical* unit may be smaller than those used for the *Media Production* unit, and discussion groups may vary from small group to whole class. Candidates should have the opportunity for sustained discussion/exchange of ideas with other candidates and the teacher/lecturer in order to comment on and acquire the skills to evaluate work in progress, and, where appropriate, the product.

National Cluster: details (cont)

CLUSTER Media Studies (Access 2)

Although candidates at this level will require a high level of support, it will be important to introduce opportunities for them to take increasing responsibility for their own learning within a supportive environment.

The additional 40 hours available for this programme of study may be used for:

- diagnostic assessment and preparation of folio materials
- consolidation of learning
- developing practical skills including additional practice with equipment to develop greater independence
- learning with additional support
- visits to media organisations, cinemas, etc.
- visits from media professionals
- extending the range of media studied
- individual target-setting leading to review and future target-setting

SPECIAL NEEDS

This specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).

SUBJECT GUIDES

A Subject Guide to accompany the Arrangements documents has been produced by the Higher Still Development Unit (HSDU) in partnership with the Scottish Consultative Council on the Curriculum (SCCC) and Scottish Further Education Unit (SFEU). The Guide provides further advice and information about:

- support materials for each cluster
- learning and teaching approaches in addition to the information provided in the Arrangements document
- assessment
- ensuring appropriate access for candidates with special educational needs

The Subject Guide is intended to support the information contained in the Arrangements document. The SQA Arrangements documents contain the standards against which candidates are assessed.

National Unit Specification: general information

UNIT	Media Analysis (Access 2)
NUMBER	D332 08
CLUSTER	Media Studies (Access 2)

SUMMARY

This unit is designed to develop basic skills in describing simple media texts and contexts as well as personal reactions to media texts. The media studied could include print, radio, television, cinema, multimedia, advertising and popular music.

OUTCOMES

- 1 Understand features of media texts.
- 2 Describe personal reactions to media texts.
- 3 Identify the main contexts of the production of media texts.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

CREDIT VALUE

1 credit at Access 2.

Administrative Information

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National Unit Specification: general information (cont)

UNIT Media Analysis (Access 2)

CORE SKILLS

This unit gives automatic certification of the following:

Complete core skills for the unit	None	
Core skills components for the unit	Critical Thinking	Acc 2

Additional information about core skills is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

National Unit Specification: statement of standards

UNIT Media Analysis (Access 2)

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

Note on range for the unit

Media texts: **two** media texts each in a different medium.

Key aspects: **three** key aspects.

Main textual features: **five** textual features.

Production company finances: at least **one** cost and **one** source of revenue for each text.

OUTCOME 1

Understanding features of media texts.

Performance criteria

- (a) Identification of features is accurate.
- (b) Explanation of features is accurate.

OUTCOME 2

Describe personal reactions to media texts.

Performance criteria

- (a) Personal reactions are clearly identified.
- (b) Personal reactions are explained in relation to the text.

OUTCOME 3

Identify the main contexts of the production of media texts.

Performance criteria

- (a) Identification of target audience is accurate.
- (b) Identification of production company finances is accurate.

Evidence requirements for the unit

Evidence must be provided of the candidate's ability to:

- interpret features in **two** media texts each in a different medium – the candidate must include **five** textual features covering **three** key aspects in each text and explain the effect of the features on the meaning of each text (Outcome 1).
- describe a personal reaction to **two** media texts each in a different medium – the candidate must support the personal reaction by reference to textual features (Outcome 2).
- identify the main contexts of production of **two** media texts – the candidate must identify a target audience and at least **one** cost and **one** source of revenue (Outcome 3).

The specified range of media texts requires candidates to analyse texts in two different media. The chosen features should be simple to identify and interpret.

National Unit Specification: support notes

UNIT Media Analysis (Access 2)

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT

This unit may be delivered as a stand-alone unit or in combination with other units as part of the Media Studies programme of study at Access 2. The focus of this unit is on the exploration of a range of simple and familiar media texts. Candidates should develop basic skills of analysis in terms of describing the texts and their personal reactions to them, and in investigating the context in which media texts were produced.

For further details of content to be covered in this unit please refer to the Content section of the National Cluster details and also to Appendix 1B.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

The media texts chosen will be characterised by content which communicates information and ideas at a basic level; vocabulary must be accessible, sentence structure simple, layout straightforward. Word-choice and degree of formality must be appropriate to the particular form of communication and the media text must contain some ideas or facts.

The methods of learning and teaching should be candidate-centred and experiential, incorporating a variety of tasks and activities including brainstorming, class and group discussion of media texts, collaborative activities and individual study. Activities encouraging a collaborative problem-solving approach will be essential for candidates working at this level. For example, analysis of institutions and the processes of production should be carried out in two ways: by working back from the study of media products and by practical experience of planning and making media products. An abstract theoretical approach should not be used; understanding should derive from direct experience of analysis and practice throughout the programme of study. An integrated approach is required in teaching the units as part of a programme of study: outcomes within any unit should be linked and linkages should be made between units.

Analysis of images might begin by focusing on still images from magazines or advertising. Candidates could comment on the use of colour, framing, camera angle and distance and how these influence meaning. Television adverts, title sequences, film trailers and extracts from films or TV programmes might then be analysed shot by shot for camera techniques, length of shot, set design, costumes, use of sound and music, special effects, etc.

Magazines and comics could be analysed for colour, framing, graphics, use of typographical conventions (connotations of font, size, style).

Radio programmes, jingles, adverts and continuity announcements can be analysed in terms of mode of address for example (tone of voice, choice of language, direct address to target audience, use of sound effects).

National Unit Specification: support notes (cont)

UNIT Media Analysis (Access 2)

Representation and stereotyping is a process where a few features of people, places, or events are selected and repeated across a number of media. This could be examined by looking at the role of women in advertising, families in soap operas, the relative under-representation of minority groups in advertising and television programmes, the stereotyping of nationalities such as Scots (for example emphasising tartan, whisky, haggis, being red-haired).

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

As assessment is an integral part of the learning and teaching process, the candidate should be encouraged to explore a variety of media texts and to undertake a number of activities for the purposes of formative assessment in order to consolidate the learning.

When gathering assessment evidence, care must be taken both in the selection of the texts and the nature of the task which should be designed to create a framework within which the candidate has an opportunity to demonstrate coverage of the performance criteria. TV programmes, magazines, tabloid newspapers, comics, advertisements, photographs, radio programmes and song lyrics are examples of media texts which would be suitable for generating assessment evidence.

The recommended instrument of assessment for this unit is a set of questions requiring short answers which will provide candidates with a high level of support and structure. The questions may be put to the candidates on paper, disk, tape or through a personal interview according to the individual needs of the candidate. The set of questions should generate evidence of:

- Outcome 1: the candidate's ability to demonstrate basic understanding of media texts by describing main textual features in two media texts each in a different medium - the candidate must cover five textual features which together relate to three key aspects in each text and they must explain the effect of the features on the meaning of each text
- Outcome 2: the candidate's ability to describe personal reactions to two media texts each in a different medium - the candidate must support personal reactions by reference to textual features
- Outcome 3: the candidate's ability to describe the main contexts of production of media texts - the candidate's response must include, identification of the target audience, and at least one cost and one source of revenue to a production company

SPECIAL NEEDS

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).

National Unit Specification: general information

UNIT	Media Practical (Access 2)
NUMBER	D333 08
CLUSTER	Media Studies (Access 2)

SUMMARY

This unit is designed to develop basic knowledge and understanding of the media through individual planning and making of simple media products in different media.

OUTCOMES

- 1 Plan media products from briefs.
- 2 Make media products from briefs.
- 3 Review and evaluate practical media activities.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

CREDIT VALUE

1 credit at Access 2.

Administrative Information

Superclass:	KA
Publication date:	November 1999
Source:	Scottish Qualifications Authority
Version:	03

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National Unit Specification: general information (cont)

UNIT Media Practical (Access 2)

CORE SKILLS

There is no automatic certification of core skills or core skills components in this unit.

Additional information about core skills is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

National Unit Specification: statement of standards

UNIT Media Practical (Access 2)

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

Note on range for the unit

Media product plans: at least **two** products should be planned in a different media.

Media products: **two** media products should be planned and produced each in a different medium.

Specified aspects of the briefs: medium; form; purpose; target audience.

OUTCOME 1

Plan media products from briefs.

Performance criteria

- (a) Selection of content is appropriate to the brief.
- (b) Structuring of content is appropriate to the brief.

OUTCOME 2

Make media products from briefs.

Performance criteria

- (a) Selection of content is appropriate to the brief.
- (b) Structuring of content is appropriate to the brief.

OUTCOME 3

Review and evaluate practical media activities.

Performance criteria

- (a) Review is clear in identifying the main stages in planning and making media products.
- (b) Strengths and weaknesses of plans and products are identified in relation to the briefs.

National Unit Specification: statement of standards (cont)

UNIT Media Practical (Access 2)

Evidence requirements for the unit

Evidence may be in handwritten, word processed, scribed, diagrammatic and/or oral form. Oral evidence should be on audio or video tape.

Evidence should demonstrate:

- the candidate's ability to create and evaluate at least **two** simple media product plans in different media from briefs
- the candidate's ability to make and evaluate at least **two** simple media products in different media from briefs

The products should be simple in that they require a basic level of planning, organising and practical skills which make realistic demands on candidates at Access 2. The briefs may be discussed in groups prior to planning/making but the plans/products must be individually produced and evaluated.

Responses may be elicited by supportive questioning on paper, disk, tape or through a personal interview situation.

Evidence must include:

- Outcome 1: a copy of the brief for each plan
- Outcome 1, PC (a) and PC (b): two plans
- Outcome 2: a copy of the brief for each product
- Outcome 2, PC (a) and PC (b): two products
- Outcome 3, PC (a) and PC (b): a set of short answer questions which requires the candidate to identify the main stages in planning and making media products and to evaluate each plan and product in terms of the brief

As the candidate undertakes these practical exercises the assessment evidence will be generated. All items which may provide supporting evidence in the folio are suggested in the exemplar pre-formatted folio sheets. These sheets may be produced in the form which best suits the individual candidate. This may involve writing, word processing, computer assisted communication, Braille, speech or signing. The completed profile may be on paper, disk or tape.

National Unit Specification: support notes

UNIT Media Practical (Access 2)

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

GUIDANCE ON CONTENT AND CONTEXT FOR THE UNIT

This unit may be delivered as a free-standing unit but it is recommended that it be taught in conjunction with *Media Analysis (Access 2)*. A basic understanding of the aspects explored in the *Media Analysis* unit should inform all practical activity. It is recommended that it is delivered in combination with other units as part of the Media Studies programme of study at Access 2.

The main purpose of the *Media Practical* unit is to complement and reinforce understanding of key aspects through personal experience and practice. Media products produced will be simple and should be completed in a short period of time. The unit gives opportunities to develop problem-solving skills by reinforcing a three-part procedure of planning, producing and reviewing and evaluating.

The *Media Practical* unit gives opportunities to develop experiences in a variety of media contexts and to develop basic skills needed in the *Media Production* unit. For further details of content please refer to the Content section in the National Cluster: details.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

This unit should comprise mainly practical work and discussions/exchange of ideas. Expository teaching should be limited and, whenever possible, candidates should be learning through a collaborative problem-solving approach. However, teachers/lecturers may need to use a combination of exposition and practical demonstrations to teach certain technical skills. It is essential that theory informs practice and practice informs theory. This unit would generally be run in parallel with the *Media Analysis* unit and each practical activity would normally be related to the analysis of a particular text. The work may be undertaken in a variety of groupings such as pair work, small groups and individual tasks. All candidates should be involved in the planning and making of at least two media products.

Candidates must perform either one technological or one non-technological task in the making of their media products. Within the area of a small video production the tasks involving the use of technology could include camera work, sound, lighting, set props, costume or make-up. The tasks which do not involve technology could include directing, being a runner, presenting or acting. It will be important to cater for individual abilities.

Clearly the technical tasks chosen will reflect not only the individual needs within any teaching group but also the available technical resources and facilities in the centre. If radio or video work is being done, candidates could be assessed on their ability to operate either the recording equipment or a video camera. The unit is designed to be as flexible as possible. Teachers and lecturers must have access to the appropriate media - photos, newspapers, videos, tapes, song lyrics, television programmes, advertisements.

For additional advice on learning and teaching please refer to the Learning and Teaching section in the National Cluster: details.

National Unit Specification: support notes (cont)

UNIT Media Practical (Access 2)

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

As assessment is an integral part of the learning and teaching process, the candidates will be required to undertake a number of practical activities for formative purposes. The emphasis should be on the process rather than the quality of the product.

The evidence for unit attainment is to be found in folios. The assessment evidence will be generated by:

- a series of practical exercises necessary to plan and make two simple media products - the teacher/lecturer should observe the candidate carrying out these exercises which will include the selection of the medium for each product, the selection and structuring of materials for each product, and the use of practical skills in carrying out tasks related to the making of the simple products.
- a set of evaluative questions requiring short answers - these will both reflect the performance criteria and provide a high level of support and structure for the candidates

The folio should contain:

- a record of the medium, form, purpose and target audience for each of the two simple media products
- an observation checklist completed by the teacher/lecturer for Outcome 1, PCs (a) and (b) and for Outcome 2, PCs (a) and (b)
- an individual log in which the candidate has recorded decisions made in the selection and structuring of material for each product for Outcome 1, PC (c), and the practical skills used/production tasks undertaken for each product for Outcome 2, PC (b)
- the two simple media products, for Outcome 2
- a set of short answers in response to questions which ask the candidate to review and evaluate practical media activities in terms of the two products planned and made for Outcome 3. These questions and answers may form part of the log

SPECIAL NEEDS

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).

National Unit Specification: general information

UNIT	Media Production (Access 2)
NUMBER	D334 08
CLUSTER	Media Studies (Access 2)

SUMMARY

This unit is designed to develop basic skills in the planning, implementation and evaluation of a group production in a single medium from a brief. The centre can select the medium, for example print, audio, video, film, animation, multimedia.

OUTCOMES

- 1 Contribute to planning a group production from a brief.
- 2 Contribute to implementing a group production from a brief.
- 3 Review and evaluate a group production.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

CREDIT VALUE

1 credit at Access 2.

Administrative Information

Superclass:	KA
Publication date:	November 1999
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National Unit Specification: general information (cont)

UNIT Media Production (Access 2)

CORE SKILLS

This unit gives automatic certification of the following:

Complete core skills for the unit	Working with Others	Acc 2
Core skills components for the unit	Planning and Organising	Acc 2
	Reviewing and Evaluating	Acc 2

Additional information about core skills is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

National Unit Specification: statement of standards

UNIT Media Production (Access 2)

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

Note on range for the unit

Specified aspects of the brief: familiar topic; medium; purpose; form; target audience.

Research and planning: topic research; plan of format; content; style; resource requirements; production stages; task allocation.

Production skills: technological **or** non-technological.

OUTCOME 1

Contribute to the planning a group production from a brief.

Performance criteria

- (a) Contribution is appropriate in terms of discussing the brief and agreeing task allocation
- (b) Research and planning are appropriate to the brief and allocated tasks.

OUTCOME 2

Contribute to implementing a group production from a brief.

Performance criteria

- (a) Contribution is appropriate in terms of co-operation and sharing ideas.
- (b) Production skills are appropriate to the brief and allocated tasks.

OUTCOME 3

Review and evaluate a group production.

Performance criteria

- (a) Strengths and weaknesses of the production are identified in relation to the brief.
- (b) Strengths and weaknesses of the candidate's own performance are identified in relation to individual and co-operative planning and implementation.

National Unit Specification: statement of standards (cont)

UNIT Media Production (Access 2)

Evidence requirements for the unit

Evidence may be in handwritten, word processed, scribed, diagrammatic and/or oral form. Oral evidence should be on audio or video tape.

Evidence should demonstrate the individual contribution to planning, implementing and evaluating a simple group production. The production should be simple in that it requires a basic level of planning, organising and practical skills which make realistic demands on candidates at Access 2. The brief should be on a topic which is familiar to candidates so that there is not undue demands in terms of research.

Responses may be elicited by supportive questioning on paper, disk, tape or through a personal interview situation.

The assessment evidence must include:

- a copy of the brief
- Outcome 1, PC (a), Outcome 2, PCs (a) and (b): performance evidence recorded by means of an observation checklist completed by the teacher/lecturer.
- Outcome 1, PCs (a) and (b), Outcome 2, PCs (a) and (b): individual log or other appropriate record in which an outline of the production plan is recorded in terms of individual and group tasks and in which the individual and group implementations are recorded. The reasons for individual and group decisions should be recorded for all stages of the production. The log is likely to be pre-formatted by the teacher/lecturer to give extra support to candidates
- Outcome 2: the group production.
- Outcome 3, PCs (a) and (b): a set of short answer questions which requires the candidate to identify the strengths and weaknesses of the production in relation to the brief, to identify the strengths and weaknesses of their own performance in individual and co-operative planning and implementation

Groups, plans and products should be retained in a group folio. All other evidence should be retained in individual folios. Plans may include graphics and diagrams.

National Unit Specification: support notes

UNIT Media Production (Access 2)

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT

The main focus of this unit is on the contribution to a group media production in a single medium which provides progression from the unit, *Media Practical*. The candidates will plan, make, review and evaluate a group product involving both teamwork and the ability to carry out individual tasks.

This unit may be delivered as a stand-alone unit or in combination with the units *Media Analysis* and *Media Practical* as part of the Media Studies programme of study at Access 2. For further details about the mandatory content to be covered in this unit please refer to the Content section of the National Cluster: details.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

This unit should comprise mainly practical work and discussions/exchange of ideas. Expository teaching should be limited and, whenever possible, candidates should be learning through a collaborative problem-solving approach. However, teachers/lecturers may need to use a combination of exposition and practical demonstrations to teach certain technical skills.

Group work should be the main methodology as it is a group media production and the candidate should be involved in a range of tasks within the group process. However, there must be opportunities for individual work as each candidate will be required to carry out either a technological task or a non-technological task for assessment purposes. Obviously the choice of medium will be reflected in the process of planning and making the group production.

The two examples below illustrate the different processes involved in planning a simple video production and in planning a comic strip.

Example of the process involved in planning a short video production:

- brainstorming - for example, 'What is the production about?' 'Who is our target audience?' 'How are we going to make it?'
- outlining a production plan
- scripting
- resource check - for example, availability of camcorders, blank videos, clapper boards
- storyboarding - *see Appendix 1A*
- job allocation - for example, camera operator, sound set design, director, continuity person, runner
- timetable - deadlines for production
- researching locations
- visual realisation of script - gathering of any necessary pieces of set, props, costume, sound effects and any necessary lighting
- rehearsals - rehearsals of camera shots, acting, technical effects
- filming
- insertion of credits, if appropriate
- editing, if appropriate

National Unit Specification: support notes (cont)

UNIT Media Production (Access 2)

Example of the process involved in planning a comic strip

- brainstorming- for example, ‘What are we trying to say?’ ‘Who is the target audience?’
- scripting
- resource check - paper, inks, paints, templates
- storyboarding - *see Appendix 1A*
- job allocation - illustrator, colourist, bubble writer
- practice period - for example, practising sketches, trying out different colours and paints
- produce template
- produce finished work

Clearly the process in each centre will reflect not only the individual needs within any teaching group but also the available technical resources and facilities in the centre. If radio or video work is being done candidates could be assessed on their ability to operate either the recording equipment or a video camera. The unit is designed to be as flexible as possible.

For additional advice on learning and teaching please refer to the Learning and Teaching section in the National Cluster: details.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

As assessment is an integral part of the learning and teaching process, candidates will be required to undertake a number of practical activities for formative purposes. The emphasis should be on the process of production rather than on the quality of the final group media product.

The recommended instrument of assessment for this unit is a folio. The assessment evidence will be generated by:

- a series of practical exercises necessary to contribute to the planning and making of a simple group media production - the teacher/lecturer should observe the candidate carrying out these exercises which will include contribution to the choice of the medium for the group production, contribution to and outlining of the production plan, the use of practical skills in carrying out either a technological task or a non-technological task, and the ability to respond positively throughout to others, who may include both staff and other candidates
- a set of short answer questions - these will both reflect the performance criteria for Outcome 3 and provide a high level of support and structure for the candidates

The folio should contain:

- an observation checklist of performance evidence completed by the teacher/lecturer to record attainment of Outcome 1, PCs (a) and (b), Outcome 2, PCs (a) and (b)
- an individual log or other appropriate form of record in which an outline of the production plan is recorded for Outcome 1, PC (c), and in which the steps taken to carry out the chosen task is recorded for Outcome 2, PC (b). The logbook is likely to be pre-formatted by the teacher/lecturer to give extra support to candidates
- a set of responses to short answer questions which cover the performance criteria for Outcome 3, PCs (a) and (b) - these may be part of the log
- the product of the group production for Outcome 2

National Unit Specification: support notes (cont)

UNIT Media Production (Access 2)

SPECIAL NEEDS

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).

APPENDIX 1A

GLOSSARY OF SOME USEFUL TERMS

AGENCIES	All of the issues that relate to how media texts are made and reach audiences. This area therefore includes consideration of macro issues such as institutions and legal frameworks, as well as individual roles such as author or director.
ANCHORING	Written text used to pin down or anchor a specific meaning of a visual image.
BROADSHEET	Type of newspaper with large rectangular pages.
CLOSE-UP SHOT	Framing in which the scale of the object is shown relatively large: most commonly a head seen from the neck up or an object of comparable size which fills the screen.
CODE	A system of meaning common to the members of a culture or sub-culture. It consists of signs, ie physical signs that stand for something other than themselves, rules and conventions that determine or limit how and in what contexts these signs are used, and how they combine to form complex messages.
CONNOTATION	Meanings interpreted from a sign. (<i>See also</i> Denotation)
CONSTRUCT	Term used to denote that media texts are ‘made’ and not simply ‘taken’ from the real world.
CONTENT ANALYSIS	Media research technique, counting the number of times an item appears in a media text.
CONVENTIONS	‘Unwritten rules’ in the production of mainstream texts.
COPY	Text written to support an advertisement or the raw material for journalism.
CRANE SHOT	A shot with a change of framing accomplished by having the camera above the ground and moving through the air in any direction.
CROPPING	Cutting parts from an image to alter the composition.
CUT	In a finished film, an instantaneous change from one framing to another.

APPENDIX 1A (Cont)

GLOSSARY OF SOME USEFUL TERMS

DECODING	Reference to ‘reading’ the codes in a media text; the process of making meaning from any transmitted material.
DENOTATION	The work of that part of a sign which is immediately recognisable to the reader and which has a direct relationship to a real entity, eg an image of a large house denotes a house whilst the connotation is that this is where well-off people live; a red rose denotes a flower but the connotation may be romance, love.
DISSOLVE	Film term for the transition between two images in which one dissolves into the other.
DISTRIBUTION	One of the three branches of the film industry; the process of supplying the finished film to the places where it will be shown.
EDITING	Sequencing of text, image and sounds.
ENCODING	Implies that producers of media texts make messages to achieve the effect of laughter, sadness, etc.
ESTABLISHING A SHOT	The opening shot of a conventional visual narrative sequence showing the geography of the narrative space and setting the scene.
EXHIBITION	One of the three areas of the film industry; the process of showing the finished film to audiences.
FADE	<ol style="list-style-type: none">1. Fade in: a dark screen that gradually brightens as a shot appears2. Fade out: a shot gradually darkens as the screen goes black.
FRAME	A single image on a strip of film. When a series of frames are projected on to a screen in quick succession, an illusion of movement is created by the spectator.
GENRE	Theoretical term for the classification of media texts into type.
IDEOLOGY	Complex term relating to ideas and understanding about the social world and how these ideas are related to the distribution of power in society; also about how ideas and values are posed as ‘natural’.
IMAGE ANALYSIS	Detailed decoding of a given image.

APPENDIX 1A (Cont)

GLOSSARY OF SOME USEFUL TERMS

INDUSTRY	Refers to the way in which meanings in a media text are determined by the industrial context of production; if a film is produced in Hollywood, a particular set of cultural and economic factors will define the conditions of its production.
LOCATION	The place(s) where a film shoot happens.
LOG	A record of the film work; the location, the props, the number and type of shots, etc.
LONG SHOT	Shot size which shows the full human figure.
MAINSTREAM	The area of media production in which dominant cultural and industrial values operate.
MISE EN SCENE	Literally 'putting together the scene' in visual terms - for example, set, costume, props, lighting, sound and make-up.
MODE OF ADDRESS	The way a text 'speaks' to its audience.
MONTAGE SEQUENCE	A segment of film which summarises a topic or compresses a passage of time into brief symbolic or typical images.
MULTI MEDIA	Referring to several traditionally separate media being used together, eg sound, image and text on computers.
PAN	A camera movement with the camera body turning to the right or left on a stationary tripod; on the screen it produces a mobile framing which scans the space horizontally.
PRODUCT PLACEMENT	An unofficial form of advertising in which branded products feature prominently in films, TV, etc.
PRODUCTION	One of the three branches of the film industry; the process of creating a film.
PRODUCTION VALUES	Describes the quality of a production in terms of finance and technology. A Hollywood blockbuster film can be seen to have high production values, large sets, expensive stars and special effects; a home video will usually look as though it has 'low' production values, shaky camera and unpaid 'actors' or 'presenters'.
SPLICE	To cut and join two pieces of film.
SPROCKET	The holes that run down the edges of film.

APPENDIX 1A (Cont)

GLOSSARY OF SOME USEFUL TERMS

STORYBOARD A tool used in planning film production, consisting of drawings and individual shots or phases of shots with descriptions written below each drawing. Usually pinned on the wall and resembling a comic strip in appearance.

TEXT Used to describe a range of products: in sound and vision as well as in printed material. All can be 'read' in terms of the codes and conventions of each medium's language.

TIE-INS Products which accompany a major film or television series, eg books, toys, tee-shirts, etc.

Sources: *Secondary Media Education: A Curriculum Statement* (British Film Industry)
The Media Candidate's Handbook Gill Branston and Ray Stafford (Routledge)

APPENDIX 1B

FEATURES AND KEY ASPECTS OF MEDIA STUDIES

(NB: features cut across aspects)

QUESTION	KEY ASPECT	FEATURES
What type of text is it?	Media Categories	How texts are classified and how this affects understanding and analysis. Ways of categorising include: Medium (eg TV, radio, film) Purpose (eg to inform, to persuade, to entertain) Form (eg drama, light entertainment) Genre (eg science fiction, sit com) Mode (eg realist, comic, tragic) Other (eg nationality, target audience, director, star)
What does the text mean? How do I know this?	Media Language	How the media create meanings by means of conventions which can be of two main kinds: Technical (eg in film by camera angle, editing) and Cultural (eg codes of setting, dress, gesture, accent)
How does the text tell the story?	Media Narrative	How stories are organised into a sequence , the manipulation of space, time and point of view in narrative
Who is the text aimed at? What do they think of it?	Media Audience	How audiences are identified, created and addressed ; how audiences access, interpret and respond to texts
How does the text present its subject?	Media Representation	How media texts represent places, people, events, ideas; stereotyping and its consequences
Who made the text and why?	Media Institution	How the production of media output is organised, financed and controlled and how these factors shape the final products
How was it made and distributed?	Media Technology	How media products are created and distributed to the audience; how technology shapes the production process and its products; how to use technologies