



NQ Verification 2017–18

Key Messages Round 2

01

Section 1: Verification group information

Verification group name:	Media
Verification event/visiting information	Event/visiting
Date published:	May 2018

National Courses/Units verified:

Unit code	Level	Unit title
H235 74	National 4	Analysing Media Content
H239 74	National 4	Media Assignment (Added Value Unit)
H235 76	Higher	Analysing Media Content

02

Section 2: Comments on assessment

Assessment approaches

Most centres are using the SQA unit assessment support packs at all levels for the Analysing Media Content unit and the National 4 added value unit. Some centres are effectively adapting the support packs to fit with centre practice and specialisms, specific media content, or to be more supportive to candidates with specific learning needs. These approaches allow for personalisation and choice, often eliciting unique and interesting candidate responses. For example, one centre made use of pre-existing print images to construct new media texts. This enabled candidates to focus on the selection, creation and analysis of media content, rather than the design process.

However, where some centres are not using the assessment support packs, especially for added value unit, candidates are not able to fully achieve the standard required. SQA continues to advise that centres make use of the

assessment support packs available on the secure site or use them as a template for any centre-devised assessment.

If a centre is concerned that the changes they make to assessment tasks may impact on the standard, they should submit the adapted assessment for prior verification to ensure the validity of the approach. Likewise, it is recommended that, if not using an SQA assessment support pack, any centre-devised assessment should be submitted for prior verification. These services provided by SQA are free and available to all centres.

A wide range of texts are being taught for the Analysing Media Content units at National 4 and Higher levels. In a number of cases, centres have chosen to use a themed approach, which can allow candidates to have a greater degree of personalisation and choice. Holistic assessment of candidates at both levels was also demonstrated through a range of evidence: SQA unit assessments, centre-devised assessments, informal task-based assessments, and recordings of learner conversations were all shown to inform assessment judgements made.

Assessment judgements

The majority of centres are making consistent and reliable assessment judgements in the units sampled. Candidate responses are often clearly justified through informed textual referencing at both levels.

However, for the National 4 added value unit some centres are inaccurately crediting the *identification* of key aspects, which is insufficient at this level. Centres must ensure the key aspects are also described (as required by the assessment support packs and detailed within the judging evidence table). There continues to be some confusion over assessment standard 1.1, as noted in **Section 3: General comments**, below.

At all levels, most centres demonstrated a secure understanding of the assessment standards and evidenced their assessment judgements through a variety of methods, including colour-coded reporting of individual key aspects, digital recording of candidate evidence, and marking where candidates had achieved the assessment standards in documentation. Colour-coded reporting of individual key aspects is particularly useful in making the collection of naturally-occurring evidence much more straightforward, and is of benefit to the candidate and the internal/external verifier.

Making detailed and considered annotations on documentation is good practice, as it not only provides evidence of why assessment judgements were made, but also provides clear support to candidates.

Section 3: General comments

There is clear evidence of effective internal verification throughout the majority of centres. Evidence of good practice from individual departments and faculties was noted.

In the National 4 added value unit, centres should be aware that for assessment standard 1.1 candidates are required to describe 'at least three ideas'. It is important to note that these only need to be a description of three separate codes, and may be described 'in general' or in reference to 'the key aspects'. However, it must be clear that content refers to key aspects of specific media content.

Overall it is clear that most centres have an accurate understanding of the approaches to assessment and the standard required at each level to make accurate assessment judgements for Analysis of Media Content.

Centres should ensure that added value unit judgements are made in line with Columns 3 and 4 of the judging evidence table.