Unit Support Notes — Media: Creating Media Products (Individual Activity) (National 2)

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Please refer to the note of changes at the end of this document for details of changes from previous version (where applicable).

Contents

Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the *Media: Creating Media Products (Individual Activity)* (National 2) Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

♦ the *Unit Specification*
♦ the *Unit Assessment Support* pack

General guidance on the Unit

Aims

The *Media: Creating Media Products (Individual Activity)* (National 2) Unit is a free-standing Unit and is designed to meet the needs of a broad range of learners who may choose to study it.

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

Progression into this Unit

Entry into this Unit is at the discretion of the centre.

This Unit may be suitable for learners who have successfully completed qualifications in creative arts, communication or related areas at SCQF level 1.

Prior learning, life and work experiences may provide an appropriate basis for entry into this Unit. This could include relevant skills, knowledge and understanding and appropriate experiences and outcomes.

Skills, knowledge and understanding covered in this Unit

As this Unit will be delivered on a free-standing basis, teachers and lecturers are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

Content and contexts which are used in the teaching of this Unit are at the discretion of the centre. However, content and contexts should provide evidence that all Outcomes and Assessment Standards in the Unit have been achieved.

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.

Progression from this Unit

This Unit may provide progression to:

♦ other Media Units at National 2
♦ other Units, Awards and Courses at National 2
♦ other related Units, Awards and Courses at National 3
♦ further study, employment and/or training

Further details about these Units can be found on SQA's website.

Learners may progress to other Units at the same level or Units and Courses at higher levels. The nature of this progression will depend on the individual needs of the learner.

The skills, knowledge and understanding developed in this Unit could also support progression in other curriculum areas as well as life and work contexts.

Approaches to learning, teaching and assessment

The purpose of this section is to provide general advice and guidance on approaches to learning, teaching and assessment which can be used for the delivery of this Unit.

Learning and teaching
The skills-based focus of the Unit lends itself to the use of a variety of learning and teaching approaches, reflecting the values and principles of the curriculum. Effective learning and teaching will draw on a variety of approaches to enrich the experience of learners. In particular, a mix of approaches which provide opportunities for personalisation and choice will help to motivate and challenge the learners.

Learning should be relevant to the learner's everyday life, their overall learning programme, and/or work and leisure. Teachers/lecturers could also consider interdisciplinary and cross-curricular approaches to learning and teaching, and explore how extra-curricular activities or the personal interests of learners could be included and recognised.

Many of these approaches could involve group work. Group work approaches can be used within Units where it is helpful to simulate real-life situations, share tasks and promote teamworking skills. However, there must be clear evidence for each learner to show that they have met the required Assessment Standards for the Unit.

Learners should be given the opportunity to use their normal mode of communication and have access to the appropriate resources for support where they would normally be available in real-life situations in which the activity is being carried out.

Examples of learning and teaching approaches and ways of recording evidence are provided in the table on the next page.

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

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

Outcomes and Assessment Standards	Guidance and suggested learning and teaching approaches
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	Teachers/lecturers could encourage learners to engage with a wide range of media products (eg watch television programmes, engage in game play, visit internet sites, take digital photographs, listen to radio programmes, visit the cinema) to help them choose media products and content and resources appropriate for their own media products. Teachers/lecturers could provide a list of media products which could be used for the given brief and ask learners to choose from this list. Alternatively, teachers/lecturers could help learners choose media products, content and resources appropriate to the given brief. Examples could include:

Media type	Media product	Possible content and resources
Print	Newspaper, magazine, comics	♦ using pre-prepared 'mock-ups' and/or layouts ♦ drawings, lettering and/or text (eg created and/or sourced) ♦ images (eg downloaded and/or imported) ♦ art materials (eg paints, pencils, stencils) ♦ digital camera (stills and/or recording) ♦ software applications (eg desktop publishing) ♦ laptop and/or tablet computer
Radio	News bulletins, drama, entertainment (eg quiz shows, music shows)	♦ recorded sounds (eg music, narrative, singing, sound effects) ♦ sound recording equipment ♦ software applications

Television	News programmes, soap operas, sports, entertainment (eg quiz shows, talent shows)	♦ digital recording camera ♦ sound equipment (eg microphones) ♦ real people (eg actors/narrators) ♦ costumes and/or props
Film	Different genres (eg action, comedy, animation)	♦ filmed/animated sequences (eg creating a storyboard) ♦ using real people (eg actors/narrators) ♦ software applications ♦ digital recording camera ♦ sound equipment (eg microphones)
Popular music	CDs, DVDs, downloads	♦ recording equipment ♦ software applications ♦ real people (eg singers/musicians) ♦ musical instruments ♦ sound equipment (eg microphones)

Teachers/lecturers should provide the context and the brief for the media products to be produced. Teachers/lecturers should also discuss with learners the purpose and intended target audience for the media products as part of setting the brief and context.

Teacher/lecturers could also help learners plan the media products. Examples could include:

♦ using prompt questions — 'who is the target audience?', 'how could we make it?'
♦ preparing a simple production plan
♦ identifying and checking availability of resources – recording camera, arts materials
♦ preparing a simple storyboard
♦ allocating jobs — camera operator, set designer, director, runner, illustrator, copywriter
♦ preparing a timetable for the production
♦ researching locations/casting
♦ organising rehearsals — setting up equipment, cast
♦ filming
♦ editing and/or adding credits and titles if appropriate

Learners choose the media products to be created. Learners choose a different medium for each media product. Learners then select appropriate content and resources for their chosen media products.

Learners also identify the main tasks required to plan and create media products. This could include technological and non-technological tasks as appropriate, for example:

Technological tasks	Non-technological tasks
♦ selecting, cropping and captioning a photograph	♦ selecting a photograph for an advert
♦ taking, saving and downloading a stills image	♦ arranging a set of photographs to tell a story
♦ speaking or dubbing a voice-over on to an existing advert	♦ ordering/arranging text, images and/or graphics in reading/showing order
♦ storyboarding a new advert	♦ drawing a poster for a film
♦ recording an interview for a radio programme	♦ casting a film from photographs of stars
♦ recording music to be used in an advertising 'jingle'	♦ being a presenter for an extract of a TV programme (eg talk show, news programme)

Examples of briefs could include:

Helping to advertise a coffee morning to be held in the centre:	
Creating a poster in hard copy for display in the centre:	Capturing images for use in a 'banner' advert on the centre's website/plasma screen:
Content required: ♦ imported images (eg cup of coffee, cupcake, teapot) ♦ lettering and/or text (eg date, time and venue for event)	*Content required:* ♦ physical objects (eg table setting, cups and saucers, arrangement of baked goods)

Resources required:	*Resources required:*
♦ laptop computer and printer	♦ tablet computer
♦ word processing application	♦ photography application
Main tasks:	Main tasks:
Planning:	*Planning:*
♦ selecting and downloading images	♦ selecting and arranging physical objects and baked goods
♦ selecting lettering and/or text (eg font style and size, colour)	♦ capturing images of the arrangements
Creating:	*Creating:*
♦ arranging the selected images	♦ downloading the selected images
♦ adding the selected letter and/or text to the images	♦ working with images (eg cropping, enlarging, using filters)
♦ printing copies of the poster	♦ saving the altered images

Or

Helping to create items for a talking magazine:	
Creating a summary of the week's main news stories:	Creating a sleeve for the magazine CD:
	Content required:
Content required:	♦ pre-prepared layout
♦ main stories/articles	♦ lettering and/or text (eg title, date, edition number) to be added to the layout
♦ images/photographs	
Resources required:	*Resources required:*
♦ narrator to read the stories	♦ tablet computer
♦ sound recording equipment	♦ printer
♦ blank CD	

		Main tasks:	Main tasks:
		Planning: ♦ selecting the stories to be used ♦ selecting a narrator(s) *Creating:* ♦ recording the narrator(s) reading the stories ♦ helping to edit the magazine	*Planning:* ♦ selecting a pre-prepared layout ♦ selecting lettering and/or text (eg font style and size, colour) *Creating:* ♦ adding the selected lettering and/or text to the selected layout ♦ printing out the cover sleeves ♦ putting the completed CDs in sleeves

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

Learners carry out the main tasks required to create their media products. Learners then present their created media products. Examples could include:

Helping to advertise a coffee morning to be held in the centre:	
Creating a poster in hard copy for display in the centre by: ♦ arranging the selected images ♦ adding the selected lettering/text ♦ using the functions of a word processing application to create the poster ♦ printing out a copy of the poster	Creating a 'banner' advert for the centre's website/ plasma screen by: ♦ capturing images of physical objects using the photography application on a tablet computer ♦ downloading and saving the captured images ♦ altering the images and saving them
Presentation: ♦ helping to put up the poster in the centre	*Presentation:* ♦ helping to upload the advert to the centre's website

Or

Helping to create items for a talking magazine:	
Creating a summary of the week's main news stories by: ♦ recording narrator(s) reading selected news stories ♦ using sound recording equipment to record the stories ♦ helping to edit the magazine	Creating a sleeve for the magazine CD by: ♦ adding selected lettering and/or text to the pre-prepared layout ♦ using a tablet computer and application ♦ printing out the cover sleeves ♦ helping to put the finished CDs in cover sleeves
Presentation: ♦ playing the recording at a local care home	*Presentation:* ♦ displaying the CD in the centre's library

3 Review practical media activities by: 3.1 Identifying strengths of created media products 3.2 Identifying a possible improvement for created media products	Learners also identify the strengths of their finished media products and ways in which their created media products could be improved. Learners could be asked to select the strengths and/or improvements from a list of alternatives. Some learners may need to discuss alternatives and be given some prompting in order to identify the strengths and/or improvements. Examples could include consideration of the following: Strengths: ♦ Does it meet all/some of the key points of the given brief? ♦ Were all the main points included? ♦ Is text readable/are instructions clear? ♦ Can the listener hear the (music, words, sound) clearly? Ways to improve: ♦ Increase the font size of lettering and/or text. ♦ Change the colour(s) of lettering/text.

♦ Use a different narrator (eg if spoken word is indistinct/difficult to comprehend).
♦ Use a different song/piece of music (eg to better reflect the required mood/feeling/response).
♦ Edit the film/clip/animation (eg to remove unnecessary/ long scenes).

Examples could include:

Helping to advertise a coffee morning to be held in the centre:	
Creating a poster in hard copy for display in the centre	Creating a 'banner' advert on the centre's website/centre's plasma screen
Strength: ♦ bold colours — very eye-catching	*Strength:* ♦ Advert gives all relevant details about the event
Possible improvement: ♦ Details about what time the event will take place could be made bigger	*Possible improvement:* ♦ crop image of baked goods (too 'busy')

OR

Helping to create items for a talking magazine:	
Creating a summary of the week's main news stories	Creating a sleeve for the magazine CD
Strength: ♦ the sound is very clear	*Strength:* ♦ sleeve is clearly labelled
Improvement: ♦ use different narrators for each story to make it more interesting for the listener	*Improvement:* ♦ could have used more images to make it more interesting

Assessment

There is no external assessment for National 2 Units. All Units are internally assessed against the requirements outlined and described in the *Unit Specification* and the *Unit Assessment Support* pack.

To achieve the Unit, learners must achieve the Unit Outcomes.

Evidence for this Unit could be collected during learning and teaching activities.

Teachers/lecturers could therefore record naturally occurring evidence as a way of meeting the Unit Outcomes. Naturally occurring evidence is evidence which occurs within and as part of the learning and teaching, and can be recorded for assessment purposes in a variety of ways, including:

♦ observation of evidence demonstrated during an activity (using an observation checklist, visual recording, photography or equivalent)
♦ oral questioning before, during and on completion of an activity (recorded using an audio-visual or audio recording or using detailed written assessor notes as evidence)
♦ learning and teaching activities which generate physical evidence for assessment
♦ identifying opportunities to record evidence within out-of-centre activities

Alternatively, where assessment is carried out as a discrete activity, this could be as a single event or it may be broken up into smaller, more manageable sections. In this case, care must be taken to avoid duplication of evidence and potential assessment.

Learners will benefit from receiving accurate and regular feedback on their work regarding their learning. This helps to ensure they are actively involved in the assessment process. It is also important that different approaches to assessment are adopted to suit the varying needs of learners.

Authentication

For guidance on authentication of evidence that is gathered outwith the direct supervision of the teacher/lecturer responsible for the learner, eg outside the school or classroom, refer to SQA's *Guide to Assessment.*

It is important that teachers/lecturers track and keep accurate records of their assessments in order to:

♦ inform learners of their progress
♦ identify where further consolidation is required
♦ retain and store appropriately evidence of work in progress and completed work for verification purposes

It is anticipated that learners will need a high degree of teacher/lecturer assistance. More details about the type of support are provided within the Equality and inclusion section.

Developing skills for learning, skills for life and skills for work

The *Unit Specification* lists the skills for learning, skills for life and skills for work that learners should develop in this Unit. These are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and should be built into the Unit where there are appropriate opportunities. The level of these skills will be appropriate to the level of the Unit.

Skills for learning, skills for life and skills for work	Examples of learning and teaching approaches
1 Literacy	
1.3 Listening and talking Listening means the ability to understand and interpret ideas, opinions and information presented orally for a purpose and within a context, drawing on non-verbal communication as appropriate. Talking means the ability to communicate orally ideas, opinions and information for a purpose and within a context.	Where appropriate, learners could use their normal mode of communication to: ♦ communicate, eg creating and presenting media products ♦ respond, eg identifying strengths and possible improvements for created media products
5 Thinking skills	
5.2 Understanding Understanding is the ability to demonstrate the meaning of items of information, to explain the order of events in a sequence, and to interpret in a different meaning or context.	Where appropriate, learners could demonstrate understanding by: ♦ responding appropriately to questions about the main tasks required to plan and create media products
5.3 Applying Applying is the ability to use existing information to solve a problem in a different context, and to plan, organise and complete a task.	Where appropriate, learners could demonstrate application skills by: ♦ carrying out the main tasks required to plan, organise (eg content and resources), and create media products
5.5 Creating Creating is the ability to design something innovative or to further develop an existing thing by adding new dimensions or approaches. It also includes the ability to make, write, say or do something new.	Where appropriate, learners could demonstrate creative skills by: ♦ creating media products for a given brief

It is important that learners have opportunities to develop these broad general skills as an integral part of their learning experience.

There will be opportunities for the development of additional skills for learning, skills for life and skills for work throughout this Unit. These will vary from centre to centre depending on the approaches being used to deliver the Unit.

Equality and inclusion

The additional support needs of learners should be taken into account when planning learning experiences or when considering any reasonable adjustments that may be required. Assessment methods should offer all learners an equal opportunity to demonstrate their achievement. This should be reflected in the language used, the use of different assessment presentation methods and the use of appropriate illustrative materials that reflect an inclusive view.

Learners undertaking qualifications at SCQF level 2 are likely to require more support with their learning than at other levels. The support provided should be appropriate for the learner, for the subject area and for the activity involved. Examples of support might include:

♦ allowing extra time to complete activities
♦ practical helpers under direct learner instruction could assist with practical activities (this could also include a reader and/or scribe as appropriate)
♦ the use of specialised and adapted equipment
♦ the use of ICT, including adaptive technologies such as braille and assistive technologies (such as voice activated software) to support learners with limited capacities to write

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these *Unit Support Notes* is designed to sit alongside these duties but is specific to the delivery and assessment of the Unit.

Alternative approaches to Unit assessment to take account of the specific needs of learners can be used. However the centre must be satisfied that the integrity of the assessment is maintained and where the alternative approach to assessment will generate the necessary evidence of achievement.

Appendix 1: Reference documents

The following reference documents will provide useful information and background.

- Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications on SQA's website: http://www.sqa.org.uk/sqa/14976.html
- *Building the Curriculum 4: Skills for learning, skills for life and skills for work*
- *Building the Curriculum 5: A framework for assessment*
- *Guide to Assessment* (January 2014)
- Principles and practice papers for curriculum areas
- *Research Report 4 — Less is More: Good Practice in Reducing Assessment Time*
- *Coursework Authenticity — a Guide for Teachers and Lecturers*
- *SCQF Handbook: User Guide* (published 2009) and
- SCQF level descriptors: www.sqa.org.uk/sqa/4595.html
- *SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work*
- *Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool*
- SQA *Guidelines* on e-assessment for Schools
- SQA Guidelines on Online Assessment for Further Education
- SQA e-assessment web page

Administrative information

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History of changes to Unit Support Notes

Unit details	Version	Description of change	Authorised by	Date