

## Unit Support Notes — Media: Investigating Media Products (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).

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# Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the *Media: Investigating Media Products* (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: Investigating Media Products* (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 investigate media and 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 Explore media products.
- 2 Investigate given media products.

## **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: Investigating Media Products (National 2)

The general aim of this Unit is to provide opportunities for learners to investigate media and media products by exploring different types of media and media products and developing an understanding of the type, form, purpose and 'language' of media. The learner will:

Outcomes and Assessment Standards	Guidance and suggested learning and teaching approaches																		
<p><b>1 Explore media products by:</b></p> <p>1.1 Identifying types of media and media products</p> <p>1.2 Identifying the main purpose(s) of given media products</p> <p>1.3 Communicating a personal response to given media products</p>	<p>Teachers/lecturers could provide a range of media products for learners to explore and discuss.</p> <p>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, read magazines and visit the cinema) to help them recognise different types of media, media products, and their purpose(s).</p> <p>Examples of types of media and media products could include:</p> <table border="1" data-bbox="663 879 1939 1114"> <thead> <tr> <th>Types of media</th> <th>Media products</th> </tr> </thead> <tbody> <tr> <td>Print media</td> <td>Newspapers, magazines, comics, adverts</td> </tr> <tr> <td>Radio</td> <td>Music shows and concerts, news bulletins, traffic reports, drama, adverts</td> </tr> <tr> <td>Television</td> <td>News programmes, documentaries, 'soap operas', quiz shows, adverts</td> </tr> <tr> <td>Film</td> <td>Animation, feature films, musicals, documentaries</td> </tr> <tr> <td>Online media</td> <td>Social media, blogs, talking book/newspaper</td> </tr> </tbody> </table> <p>Examples of the main purposes of media and media products could include:</p> <table border="1" data-bbox="663 1225 1525 1342"> <tbody> <tr> <td>To communicate ideas</td> <td>To inform/explain</td> </tr> <tr> <td>To amuse /entertain</td> <td>To promote films and events</td> </tr> <tr> <td>To make money</td> <td>To advertise goods and services</td> </tr> </tbody> </table>	Types of media	Media products	Print media	Newspapers, magazines, comics, adverts	Radio	Music shows and concerts, news bulletins, traffic reports, drama, adverts	Television	News programmes, documentaries, 'soap operas', quiz shows, adverts	Film	Animation, feature films, musicals, documentaries	Online media	Social media, blogs, talking book/newspaper	To communicate ideas	To inform/explain	To amuse /entertain	To promote films and events	To make money	To advertise goods and services
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Learners could be asked to choose the correct purpose(s) from a list of alternatives. Some learners may need to discuss alternatives and be given some prompting in order to identify the purpose(s).

Teachers/lecturers could also help learners to explain their personal reactions to media products in a structured way. This could include consideration of:

Textual features	<ul style="list-style-type: none"> <li>◆ predicting what will happen next in a fictional/factual narrative</li> <li>◆ enjoyment of technological features, eg cinematic special effects, musical score, animated characters</li> </ul>
Personal factors	<ul style="list-style-type: none"> <li>◆ resonance with personal interests, experiences and/or values (eg like action movies, dislike computer games)</li> <li>◆ resonance with age, gender, other characteristics (eg young people, male/female, national identity) or situation</li> </ul>

Teachers/lecturers should select the media products to be explored by learners. It is recommended that the media products should be short, either complete in themselves or an extract from a longer product. They should also be familiar and simple in structure and contain some ideas and/or facts. Teachers/lecturers should also ensure that the media products are level appropriate.

Learners firstly identify different types of media and associated media products. Learners then identify the main purposes of, and communicate a personal reaction to given media products. Examples could include:

<i>Media type:</i> Print	and	<i>Media type:</i> Television
<i>Media product:</i> Fashion magazine		<i>Media product:</i> TV 'soap'

	<table border="1"> <tr> <td data-bbox="669 220 1115 403"> <i>Purpose:</i> <ul style="list-style-type: none"> <li>◆ to inform readers of new fashion trends/make-up colours/hair styles</li> <li>◆ to promote new products</li> </ul> </td> <td data-bbox="1124 220 1205 403"></td> <td data-bbox="1214 220 1794 403"> <i>Purpose:</i> <ul style="list-style-type: none"> <li>◆ to entertain</li> <li>◆ to raise awareness (eg developing a storyline around a topical issue)</li> </ul> </td> </tr> <tr> <td data-bbox="669 410 1115 566"> <i>Communicate personal reaction:</i> <ul style="list-style-type: none"> <li>◆ relevant to own interest in fashion and so would buy/read this magazine</li> </ul> </td> <td data-bbox="1124 410 1205 566"></td> <td data-bbox="1214 410 1794 566"> <i>Communicate personal reaction:</i> <ul style="list-style-type: none"> <li>◆ predicting that the main male character will marry the main female character</li> </ul> </td> </tr> </table>	<i>Purpose:</i> <ul style="list-style-type: none"> <li>◆ to inform readers of new fashion trends/make-up colours/hair styles</li> <li>◆ to promote new products</li> </ul>		<i>Purpose:</i> <ul style="list-style-type: none"> <li>◆ to entertain</li> <li>◆ to raise awareness (eg developing a storyline around a topical issue)</li> </ul>	<i>Communicate personal reaction:</i> <ul style="list-style-type: none"> <li>◆ relevant to own interest in fashion and so would buy/read this magazine</li> </ul>		<i>Communicate personal reaction:</i> <ul style="list-style-type: none"> <li>◆ predicting that the main male character will marry the main female character</li> </ul>
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<p><b>2 Investigate given media products by:</b></p> <p>2.1 Identifying the main features of given media products</p> <p>2.2 Identifying target audience(s) for given media products</p> <p>2.3 Identifying how links are made between the main features and</p>	<p>Learners could discuss, individually or as part of a group, their opinions about the media products. To help learners communicate a personal response to the products, teachers/lecturers could ask learners questions such as: Do they like/dislike the product? Is it colourful? Is it boring/interesting? Is it exciting? Is it entertaining?</p> <p>Teachers/lecturers should select the media products to be used by learners. However, teachers/lecturers could also provide a range of media products for learners to explore and discuss to provide a broader learning experience.</p> <p>Teachers/lecturers could encourage learners to think about media products and how/why they have been selected to appeal to different audiences. Teachers/lecturers could also discuss representation of issues such as racism, nationhood, gender, age, violence, drug-taking, and many others through an investigation of media products.</p> <p>It is recommended that the selected media products should be short, either complete in themselves or an extract from a longer product. They should also be familiar and simple in structure so that learners can readily identify the intended audience and main features, and the links between them. Teachers/lecturers should also ensure that the selected media products are level appropriate. Main features of media products could include:</p>						



target audience(s) for given media products	Conventions of language	How the media product is constructed, eg: <ul style="list-style-type: none"> <li>◆ page and/or font size and/or layout used</li> <li>◆ language used, eg informal in 'soap operas', more formal in news programmes</li> </ul>
	Narrative	How the text and/or images are organised in the media product, eg: <ul style="list-style-type: none"> <li>◆ plot and structure</li> <li>◆ key people involved (eg real people, main characters)</li> <li>◆ role(s) undertaken/played by the key people</li> <li>◆ location and/or setting</li> <li>◆ key events and/or actions</li> <li>◆ sequencing and/or consequences of events and/or actions</li> </ul>
	Representation	How people and places are used within the media product, eg: <ul style="list-style-type: none"> <li>◆ stereotyping and non-stereotyping of characters</li> <li>◆ representations of gender, race, age</li> </ul>
	Use of technology	<ul style="list-style-type: none"> <li>◆ sound effects and/or music</li> <li>◆ lighting</li> <li>◆ costume</li> </ul>
	Learners identify the main features of given media products. Examples could include:	
	<b>Media product</b>	<b>Main features</b>
	Fashion magazine	<ul style="list-style-type: none"> <li>◆ more images than text</li> <li>◆ pages of adverts for beauty products for women (eg perfume, make-up) and/or grooming products for men (eg shaving cream, aftershave)</li> <li>◆ pages of photographs of models displaying clothes</li> <li>◆ includes a list of stockists/suppliers at the back</li> </ul>
	Animated film	<ul style="list-style-type: none"> <li>◆ set in a fictional location/time</li> <li>◆ lots of colourful images</li> <li>◆ range of different characters</li> <li>◆ music and/or singing</li> </ul>

Learners also identify the intended target audiences for given media products. Examples could include:

<b>Media product</b>	<b>Target audience</b>
Advertisement from a fashion magazine — promoting a brand of make-up	Women
DVD of an animated film	Children

Learners could be asked to choose the correct target audience from a list of alternatives. Some learners may need to discuss alternatives and be given some prompting in order to identify the target audience. Teachers/lecturers could explore the idea of audience with learners through prompt questions and/or group/one-to-one discussions about who the product has been created for. Learners could also carry out matching exercises, sorting media products with intended audiences.

Learners also identify how links are made between the main features and the target audience(s). Examples could include:

<b>Media product</b>	<b>Making links between main features and target audience(s)</b>
Advertisement from a fashion magazine	<p>Learners could:</p> <ul style="list-style-type: none"> <li>◆ identify gender-related advertisements (eg skincare products for women, shaving products for men)</li> <li>◆ respond to prompt questions on why specific elements/people/objects have been used (eg young female models used to promote make-up)</li> </ul>
DVD of an animated film	<p>Learners could:</p> <ul style="list-style-type: none"> <li>◆ respond to prompt questions on why specific elements/people/objects have been used (eg characters doing silly things to make children laugh)</li> <li>◆ identify how music is used in the film (eg to set mood, emphasise dramatic/sad/funny events)</li> </ul>

## **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
<b>1 Literacy</b>	
<p>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.</p>	<p>Where appropriate, learners could use their normal mode of communication to:</p> <ul style="list-style-type: none"> <li>◆ communicate, eg identifying types of media and media products and the main purposes of media products</li> <li>◆ respond, eg communicating a personal response to given media products</li> </ul>
<b>5 Thinking skills</b>	
<p>5.1 Remembering Remembering is the ability to identify, recognise and recall facts, events and sequences.</p>	<p>Where appropriate, learners could demonstrate remembering skills by:</p> <ul style="list-style-type: none"> <li>◆ responding appropriately to questions about the main features of, and target audiences for, given media products</li> </ul>
<p>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.</p>	<p>Where appropriate, learners could demonstrate understanding by:</p> <ul style="list-style-type: none"> <li>◆ responding appropriately to questions about the main features of, and target audiences for, given media products</li> </ul>

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](http://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

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