

National 5 Media



Guidance on gathering key evidence for producing estimates in session 2020–21

This document provides subject-level guidance to SQA approved centres on gathering key evidence to support estimates for National 5 Media in session 2020–21. You should read this guidance alongside [National Courses: guidance on gathering evidence and producing estimates](#) and the SQA Academy resource, [Quality assurance of estimates for National Courses](#).

This document also includes information on subject-level assessment resources.

Gathering key evidence to produce estimates for National 5 Media

Every year you provide estimates for your candidates. This document and *National Courses: guidance on gathering evidence and producing estimates* will give you additional support and guidance to support your decision making for session 2020–21. Evidence should be gathered later in the course, as a realistic reflection of a candidate's attainment. It is important to note that it is not the **quantity** of evidence, but the **quality** of evidence, in relation to its predictive value, that will support you during the estimation process.

The following types of key evidence are likely to provide a good predictive value and may be helpful, although there may be other types of key evidence you feel you would like to use.

Types of key evidence and assessment resources

A holistic review of a candidate's performance in National 5 Media should have, as its focus, two key pieces of evidence, one from each of the following components:

- ◆ question paper
- ◆ assignment

Component 1: question paper

This component has a relative weighting of 50% of the overall course assessment. Candidates do not need to produce evidence for the question paper component on a single occasion, but it is important that assessment tasks should be unseen.

You can generate the most valid evidence for question paper components using assessments that replicate, as far as possible, the standard, duration, format and security of SQA question papers.

The question paper gives candidates an opportunity to demonstrate the following skills, knowledge and understanding:

- ◆ analysis of media content in context
- ◆ analysis of the role of media within society

- ◆ applying knowledge and understanding of the key aspects of media literacy to the analysis of a print text

The question paper has two sections. In section 1, Analysis of Media Content in Context, candidates answer questions on previously studied media content. Candidates are awarded marks for their analysis of media content in context, the role of media, and applying knowledge and understanding of the relevant key aspects of media literacy. This section has 50 marks.

Section 1 of the question paper does not have to sample all seven key aspects: typically, it samples between four and six key aspects and one of the roles of media. It had already been proposed that the question paper in 2021 would not sample 'institutions', but the removal of externally-assessed exams for session 2020–21 gives you more flexibility to choose which key aspects to sample when generating evidence for estimates. For session 2020–21 high predictive value will come from a question paper that samples between four and six key aspects and one role of the media in section 1. Questions in section 1 should sample at least one content-based key aspect and at least one context-based key aspect.

In section 2, Analysis of a Media Text, candidates choose one of three media print texts provided in the question paper. These are a film poster, a magazine cover, and an advertisement. The same task is applied to each text and candidates must explain in detail how relevant aspects of media literacy have been used with particular purpose(s) and for particular audience(s). This section has 10 marks.

The examples from past papers illustrate the standard of complexity required for National 5 when selecting texts for assessment for section 2. It is important that the texts offer opportunities for detailed analysis. If you are designing your own question paper, you should choose texts that are clearly categorised in terms of audience and purpose so that candidates understand how relevant key aspects of media literacy have been used. It is important that the texts have not been taught or shown to candidates prior to the assessment.

An internally-assessed question paper would be best used towards the end of the academic year when all or the majority of the course has been delivered. This assessment could be devised using:

- ◆ 2021 National 5 question paper (which will not sample institutions)
- ◆ centre-devised questions
- ◆ questions selected from a range of SQA past papers
- ◆ questions selected from SQA past papers which have been amended

See pages 7 and 8 of the National 5 Media Course Specification.

Component 2: assignment

This component has a relative weighting of 50% of the overall course assessment. The assignment gives candidates an opportunity to demonstrate the following skills, knowledge and understanding of production techniques:

- ◆ consideration of possibilities and problem-solving in planning and production processes
- ◆ application of knowledge and understanding of the relevant key aspects of media literacy
- ◆ evaluation of the strengths and/or weaknesses of the finished content

The assignment has two sections. Marks are awarded for the candidate's ability to:

- ◆ research and generate ideas appropriate to a brief
- ◆ develop and justify media content choices
- ◆ create media content
- ◆ evaluate the strengths and/or weaknesses of the finished content

The finished content and explanations are considered together. See pages 8–12 of the National 5 Media Course Specification.

The assignment normally has 60 marks. However, for session 2020–21 it is acceptable to reduce the requirements as follows:

- ◆ In section 1 (planning), questions 2 and 3 can be replaced with a single question asking candidates to 'Describe what you discovered during your research into internal and/or external institutional factors, and explain how this influenced your plans' (5 marks). The planning phase will therefore consist of four questions worth 5 marks each, and should be marked out of 20 rather than 25.
- ◆ In section 2 (development), candidates only need to discuss four examples from their media content rather than five. Section 2 should therefore be marked out of 28 rather than 35.

For session 2020–21, if candidates complete the reduced assignment it will therefore be worth 48 marks. The coursework assessment task has been updated to reflect this acceptable modification for session 2020–21 and is available on the 'coursework' tab on the [National 5 Media subject page](#). Please note that this is only for purposes of internal assessment and producing estimates: no coursework will be submitted and marked by SQA at National 5. If candidates produce a reduced assignment, scaling will need to be applied to give it a 50% weighting with the question paper. The scaling table below can be used for this purpose.

Using additional assessment resources for session 2020–21: key information

It is important that you use valid and reliable assessment when gathering evidence to produce estimates for National 5 in session 2020–21.

In National 5 Media, SQA will provide a question paper for session 2020–21, which you can use when gathering evidence to support your estimates. Please note that the marking instructions have not been standardised based on candidate responses. You may therefore need to agree within your centre how to consistently mark an item if a candidate response is not covered by the marking instructions.

The National 5 question paper will only be available on SQA's secure website — you must treat this confidentially, in the same way as other live assessment materials.

You should carefully consider how best to use this material to support candidates, to integrate with your programme of learning, and to help you collate evidence of candidate attainment. Given current public health advice and to maximise learning and teaching time, it is important to stress that there is no expectation that schools and colleges hold a formal diet of prelims for National 5. One of the key reasons for moving to an alternative model was to create additional teaching time through removing the need for prelims and replacing the final examination diet with more flexible classroom-based assessment.

If you use a question paper in part or in its entirety, you should remind candidates that they must not discuss the content of the paper with anyone, including friends, family or on social media.

Understanding the national standard

[Past papers and marking instructions](#) for National 5 Media are available on SQA's website.

The [National 5 Media Understanding Standards](#) web page contains marked examples of candidate work and commentaries for both components. There is also a video of a recent [webinar](#) in which members of the marking team discuss how to mark examples of candidate work.

- ◆ When considering 2018 evidence for the question paper, candidates 1 and 2 exemplify Grade A performance, and candidate 3 broadly exemplifies Grade C performance.
- ◆ When considering 2018 evidence for the assignment, candidate 1 exemplifies Grade A performance, and candidate 2 exemplifies Grade C performance.

National 5 Media: assignment scaling table (for modified version of assignment)

This table is intended to help you with scaling the modified version of the assignment, explained above, from 48 marks up to 60 marks in order to retain 50/50 weighting with question paper type evidence.

Please also refer to the coursework assessment task for session 2020–21 for an example of the marking instructions with the modification applied.

Raw mark /48	Scaled mark /60
1	1
2	3
3	4
4	5
5	6
6	8
7	9
8	10
9	11
10	13
11	14

Raw mark /48	Scaled mark /60
12	15
13	16
14	18
15	19
16	20
17	21
18	23
19	24
20	25
21	26
22	28
23	29
24	30
25	31
26	33
27	34
28	35
29	36
30	38
31	39
32	40
33	41
34	43
35	44
36	45
37	46
38	48
39	49
40	50
41	51
42	53
43	54
44	55
45	56
46	58
47	59
48	60