

The logo for National 5, featuring the letters 'N5' in a large, white, sans-serif font inside a purple square.

National 5
Coursework
Assessment Task



National 5 Media Assignment Assessment task

This document provides information for teachers and lecturers about the coursework component of this course in terms of the skills, knowledge and understanding that are assessed. It **must** be read in conjunction with the course specification.

Valid from session 2023-24 and until further notice.

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Introduction

This document contains instructions for candidates for the National 5 Media assignment. It must be read in conjunction with the course specification.

This assignment is worth 48 marks. The marks will be scaled to 60 marks and contribute 50% of the overall marks for the course assessment.

This is one of two course assessment components. The other component is a question paper.

This assignment has two sections.

Section 1 titled 'planning' has 20 marks.

Section 2 titled 'development' has 28 marks.

Marking instructions

The marking instructions for the National 5 Media assignment can be found in the course specification.

Instructions for candidates

This assessment applies to the assignment for National 5 Media.

This assignment is worth 48 marks. The marks will be scaled to contribute 50% of the overall marks for the course assessment.

It assesses the following skills, knowledge and understanding:

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

Marks are awarded for your 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

Your finished content and explanations are considered together.

This assignment has two sections.

Section 1 titled 'planning' has 20 marks.

Section 2 titled 'development' has 28 marks.

In this assignment you have to plan and develop media content based on a brief.

Read through everything before you begin, and ask your teacher or lecturer if you are unsure about what you are expected to do.

Your teacher or lecturer will let you know how the assessment will be carried out and any required conditions for doing it.

It is possible to plan and develop an individual assignment, or to work as part of a group on a larger project.

Where you have a brief to plan and develop an individual assignment, you are expected to work independently. However, if more than one person is required for technical reasons, you can organise assistance from others, with permission from your teacher or lecturer. You should give clear instructions to anyone helping you, and must take all decisions about the content and technical aspects of the work yourself.

Where you have a brief to work collaboratively in a group, you can share responsibilities and tasks, but all the written evidence you submit must be your own work. You should be clear about your input and roles in your written submission.

Section 1: planning (20 marks)

In this section, you must carefully plan your content by carrying out appropriate research and making decisions based on this.

Step 1: negotiate the brief

This step isn't assessed: it is an introductory step to get you started on your assignment.

Negotiate the brief for your assignment. You can use a brief given to you by your teacher or lecturer, or discuss ideas with your teacher or lecturer and agree on your brief together. Your brief must include the following information.

An instruction or stimulus

Your **instruction** might be to make media content such as an advertisement, content for a magazine or website, a trailer, or a factual programme. Alternatively, you might have a **stimulus**. This could be an experience, a theme, an extract from a book, a news story, or anything else that gives you an idea for media content.

A target audience

You should know the age group and gender of your target audience, as well as anything else that is relevant about it.

The level of finish expected

The level of finish expected might be a complete media text, or part of one. It might be storyboards, or detailed plans and sketches. Be absolutely clear about the level of finish expected.

Step 2: generate ideas in response to the brief

This step isn't assessed: it is an introductory step to get you ready for researching and planning.

Generate ideas in response to the brief. You should keep any notes, sketches, designs, etc that you make, so that you can refer to them later on.

Think about the brief and what you might do. What are you trying to achieve? What creative ideas do you have? Think of as many things as you can at this stage – it's always better to have too many ideas than too few. Later on in the process, you can discard some ideas and take others forward.

Step 3: carry out research relevant to the brief

The work you do here is assessed through the questions in step 5.

Now that you have generated some ideas, you need to do some research to help you work out how to take them forward.

In your research, you need to think about the implications of what you have discovered. What you find out might present you with opportunities (things that allow you to take ideas forward), or might present you with constraints (things that mean you might need to change ideas).

Complete the following research tasks, and keep a note of what you find out.

a Audience research

Find out about things like who your audience is, what its needs and expectations might be and how you can appeal to it. You could do your research through surveys, by finding out information online, by examining texts that appeal to similar audiences, or in any other way that is appropriate.

b Institutional research

Find out about relevant internal **and/or** external institutional factors.

Internal factors might include: time, equipment, resources, rules and regulations relevant to your school or college.

External factors might include: legal and voluntary controls, general laws, health and safety, copyright.

c Content research

Find out about media content that is similar to what you are going to make. Think about what it includes, and the techniques it uses.

Choose **at least two** of the following content-based key aspects to do this: categories, language, narrative, representation.

Step 4: finalise your plans

The work you do here is assessed through the questions in step 5.

Bringing together your ideas and research, finalise your plans for the media content you are going to make.

At this stage your plan could be written, or it might be in the form of notes, sketches or diagrams, or a mixture of these. The important thing is that you have a clear plan of what you are going to do.

Remember that you should have clear reasons for what you make and how you make it. Your reasons should be related to your research and aspects such as audience, purpose, intended impact, or the connotations you plan to convey.

Step 5: explain your planning

Answer all the questions below to demonstrate that you have carefully planned your content by carrying out appropriate research and making decisions based on this.

Each question is worth 5 marks.

- 1 Describe what you discovered during your research into **audience**, and explain how this influenced your plans.
- 2 Describe what you discovered during your research into **internal and/or external institutional factors**, and explain how this influenced your plans.
- 3 Referring to **one key aspect** of media from categories, language, narrative and representation, describe what you discovered during your research into content, and explain how this influenced your plans.
- 4 Referring to **a second key aspect** of media from categories, language, narrative and representation, describe what you discovered during your research into content, and explain how this influenced your plans.

Section 2: development (28 marks)

In this section, you must use media techniques or codes to create impact or convey connotations.

Step 1: make your planned media content using media techniques and codes

You should develop your content to the level of finish specified in your brief. If you are making a digital text, you must save it in a format that others can open. Speak to your teacher or lecturer about this.

Step 2: explain your use of media techniques and codes

Complete this step after you have made your content.

Select **four** examples from your developed content that you think demonstrates an ability (or attempt) to create impact or convey connotations. An example could be a part of your content such as camera work or other elements in a particular shot, or the use of font or layout. Alternatively, it might be something that applies throughout your content, such as a particular tone, a narrative structure or a representation. For each example, identify what it is and where exactly it can be found in your content.

Then answer the following questions on **each** example:

- a **Describe** the techniques or codes you used in this example, and then **explain** in detail the impact or connotations you intended. You can explain this generally, or link to such things as your target audience, purpose or anything else you consider relevant. (5 marks)

- b **Evaluate** the strengths and/or weaknesses of this example. You should refer to aspects such as target audience, purpose, production processes, personal performance, potential strategies for improvement or anything else you consider relevant. (2 marks)

Summary of the work to be completed:

- ◆ Planning: your answers to the four questions in the planning section.
- ◆ Development: your descriptions, explanations and evaluations of your four chosen examples in the development section.
- ◆ Your developed media content.

Administrative information

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History of changes

Version	Description of change	Date
1.1	Updated with 2020-21 modifications.	November 2020
1.2	'Valid for session' dates on front page updated. No other changes.	August 2021
1.3	'Valid for session' dates on front page updated. No other changes.	August 2022
2.0	'Valid from session' dates on front page updated.	May 2023

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