



## **Alternative Certification Model 2020–21: National QA Exercise Key Messages**

<b>Subject</b>	<b>Media</b>
<b>Level</b>	<b>National 5</b>

This report provides information on themes emerging from the national quality assurance exercise, which is part of the Alternative Certification Model for National 5, Higher and Advanced Higher courses.

A sample of candidates' assessed work from selected centres was reviewed to determine whether assessment was in line with the national standard. The evidence submitted may have been partial or incomplete and is unlikely to have represented all of the evidence that will be gathered to allow the centre to determine a provisional result.

The centres selected for review in this subject and at this level have been provided with specific feedback on the evidence that they submitted. The comments below highlight key points about the assessment approaches and instruments used and the sampled centres' assessment judgements, for all centres delivering the subject at this level to reflect upon and make any appropriate adjustments.

## **Section 1: Comments on approach to assessment**

Almost all centres provided samples of five candidates' evidence for national quality assurance, and submitted the NQ 2021 assessment resource without amendment. Most centres included either a question paper or an assignment, and a few centres included both. Of the centres selected, all approaches to assessment were in accordance with SQA's guidance on gathering key evidence.

A few centres created their own question paper using a range of past papers. Those that did made sure that they chose stimulating texts for the 'Analysis of a Media Text' section that replicated the appropriate approach, level of demand and structure.

The NQ 2021 assessment resource performed as intended, as did the assessments developed by centres. This allowed candidates to demonstrate sound knowledge of the key aspects of media. Most candidates were prepared with a selection of texts for different question types, and were rewarded appropriately.

There was clear evidence of effective learning from the candidates sampled, and candidates were broadly successful in meeting the required standards of attainment for this course. There was clear evidence that teachers and lecturers are working hard to develop and encourage the skills, knowledge and understanding necessary for this course.

It was appreciated that the materials submitted were well organised by all centres and followed the national quality assurance procedures.

## **Section 2: Comments on assessment judgements**

Most centres' assessment judgements were valid, reliable and in line with national standards. They were clearly recorded against specific questions in the question paper and assignment. Where centres consistently referred to the general marking principles and followed the detailed marking instructions carefully, their judgements tended to be accurate.

In most cases, evidence submitted included assessors' comments and other relevant supporting evidence that showed the basis on which assessment judgements had been made. It was clear that centre moderation processes were usually thorough, helpful and effective.

### **Assignment**

It was clear that most of the sampled candidates had engaged well with the process, and negotiated stimulating, personal briefs with their teacher or lecturer. This was the case whether working individually or in groups. In the main, the feedback provided by assessors was detailed and supportive.

Many candidates conducted relevant, targeted research, and could explain the causal relationship between the research findings and the planning decisions made. However, sometimes the relationship between research and planning was not apparent, but centres still awarded high marks. A maximum of two marks in total can be awarded where only standalone research or planning points are given. This means that marking instructions were applied too leniently in some cases. You should be aware of this when making your own assessment judgements.

Candidates often gained high marks in Planning question 1 (Audience), where they demonstrated a clear understanding of how research into audience would affect the planning of a media product. However, some centres awarded marks where candidates discussed research into content, rather than research into audience. For example, some candidates discussed genre conventions or choices of actors, and then made simplistic statements about who they thought might like this. This question requires candidates to consider their target audience and conduct focused research, so in cases like this, marking instructions were applied too leniently. You should be aware of this when making your own assessment judgements.

Understanding Standards materials that exemplify these points in detail are available.

### **Question paper**

Most centres' assessment judgements were valid, reliable and in line with national standards.

However, there were instances where marking instructions were applied too leniently. In questions that ask for description, care should be taken not to reward candidates providing simple identifications, as opposed to descriptions. This was apparent in questions 2a and 3 of the NQ 2021 assessment resource.

Question 2a required candidates to describe two representations in media content they had studied. However, some candidates were awarded marks for simple identifications, rather than descriptions, meaning that assessors had sometimes been too lenient. The

requirements for questions that ask candidates to 'describe' are contained in the marking instructions. You should be aware of this when making your own assessment judgements, to make sure marks are awarded appropriately.

Question 3 required candidates to describe the narrative structure of media content they had studied. Some candidates simply retold the plot of a media text rather than describing the structure, codes and/or conventions. You should be aware of this when making your own assessment judgements, to make sure marks are awarded appropriately.

Similar questions have appeared in past papers, and there are Understanding Standards Materials available to help you meet national standards.