



# NQ Media Qualification Verification Summary Report 2024–25

## Section 1: verification group information

Verification group name:	Media
Verification activity:	Event
Round:	1
Date published:	July 2025

## National Units verified

Unit code	Unit level	Unit title
H238 73	National 3	Creating Media Content
H235 73	National 3	Analysing Media Content
H238 74	National 4	Creating Media Content
H235 74	National 4	Analysing Media Content
J299 75	SCQF level 5	Creating Media Content
J297 75	SCQF level 5	Analysing Media Content
J29A 76	SCQF level 6	Creating Media Content
J298 76	SCQF level 6	Analysing Media Content

## Section 2: comments on assessment

### Assessment approaches

A number of centres submitted assessment evidence in the form of adapted prelims or assignments. While this is valid, we recommend centres make use of SQA's free [prior verification service](#). This gives the centre confidence that their assessment is fit for purpose and meets national standards. If using centre-devised assessments, it is important to ensure that candidates have opportunities to achieve all the assessment standards. If centres use adapted instruments of assessment, they must provide a modified version of the judging evidence table that exemplifies possible responses to the centre-devised assessment.

Many centres provided opportunities for naturally occurring and holistic evidence, enabling candidates to demonstrate their learning and meet assessment standards over an extended period. Some centres used whole-class or group approaches to the Creating Media Content units, which can prove problematic. While group work can be appropriate, it is essential that centres ensure that candidates are individually able to provide evidence that they have met the assessment standards.

For analysis, centres should be aware that while DVD covers are valid as a form of media, they are distinct from posters, with their own distinct conventions and should be treated as such.

Producing content based on a pre-existing text is generally not appropriate for the Creating Media Content units, as candidates will struggle to fully demonstrate their skills, knowledge and understanding. For example, using stock or pre-existing images can prove problematic as candidates cannot discuss the creative decisions that have been made.

## Assessment judgements

Centre judgements were broadly in line with national standards, and generally reliable and consistent. However, in both the Analysing Media Content and Creating Media Content (National 3) units, some evidence lacked sufficient detail. For example, within Analysing Media Content many candidates were credited for only identification of examples of individual key aspects; however, the judging evidence table specifies 'Describe in some detail'. For Creating Media Content, assessment standard 1.2, candidates must explicitly demonstrate the basic use of more than one production skill. In print products, there was often only evidence of one production skill, along with limited or no discussion of decisions relating to, for example, layout or typography.

Candidates generally demonstrated confident understanding of terminology in terms of the key aspects of media. Many centres provided naturally occurring evidence, which allowed candidates to demonstrate their skills, knowledge and understanding of media over a longer period of time. For example, some centres provided workbooks of evidence which had given candidates multiple opportunities to achieve individual assessment standards.

Centres may benefit from reviewing Understanding Standards materials, which exemplify the appropriate level of detail required. These materials are available on the Understanding Standards section of SQA's secure website.

Some centres provided minimal or no indication of assessment judgements on the candidate evidence, which makes verification extremely challenging.

## **Section 3: general comments**

Many centres had good quality assurance procedures in place. There was evidence of internal verification, as well as cross-marking with media teachers and lecturers in other centres, leading to regular cycles of quality assurance and greater consistency. Many centres provided cover letters, which provided greater context as well as detailing internal verification procedures.

A number of centres sent multiple units. For verification, centres should only send one unit.



# NQ Media Qualification Verification Summary Report 2024–25

## Section 1: verification group information

Verification group name:	Media
Verification activity:	Event
Round:	2
Date published:	July 2025

## National Units verified

Unit code	Unit level	Unit title
H239 74	National 4	Media Assignment (added value unit)
H238 74	National 4	Media: Creating Media Content

## **Section 2: comments on assessment**

### **Assessment approaches**

Some centres chose to assess candidates with centre-devised assessments. While this is entirely valid, we recommend centres make use of SQA's free [prior verification service](#). This gives the centre confidence that their assessment is fit for purpose and meets national standards. If using centre-devised assessments, it is important to ensure that candidates have opportunities to achieve all the assessment standards.

Many centres chose to assess candidates using modified versions of unit assessment support packs in booklet form, with appropriate levels of scaffolding and support. This was very effective and enabled many candidates to meet assessment standards. However, the space available in the booklets restricted some candidates. Centres should provide candidates with enough space to express their ideas in full.

If centres use adapted instruments of assessment, they must provide a modified version of the judging evidence table that exemplifies possible responses to the centre-devised assessment.

### **Assessment judgements**

Centre judgements were broadly in line with national standards, generally reliable and consistent. Many centres indicated where candidates had passed individual outcomes and assessment standards on their work, making it clear for candidates, internal verifiers and external verification to see how assessment judgements were made.

In the added value unit, some centres accepted candidate responses with insufficient detail in terms of their description of the content-based key aspects. We recommend centres refer to Understanding Standards materials, which exemplify the appropriate level of detail required for this level. These materials are available on the Understanding Standards section of SQA's secure website.

Some centres accepted final products that had not achieved the required level of finish, and did not demonstrate a range of media production skills, knowledge and understanding. Again, centres would benefit from referring to the Understanding Standards materials.

## **Section 3: general comments**

Candidates generally demonstrated confident understanding of terminology in terms of the key aspects of media. Candidates also demonstrated considerable self-awareness when evaluating their production skills.

We remind centres, for the added value unit (unlike the Creating Media Content unit or National 5 assignment), candidates must work independently to complete the assignment. While more than one person may be needed for technical reasons (for example one presents to the camera and another films), the candidate must make all decisions about the content of the work themselves. This information is in the added value unit assessment support pack on SQA's secure website.

Many centres had good quality assurance procedures in place. There was evidence of internal verification, as well as cross-marking with media teachers and lecturers in other centres, leading to regular cycles of quality assurance and consistency. Many centres are using colour-coded cross-marking, which further helps the verification process.