

Media

LANGUAGES

What skills will my child develop?

- The ability to analyse media content in detail and to create more complex media content
- Knowledge of the role of media within society
- The ability to comment on media production processes
- Knowledge of contextual factors, constraints and freedoms affecting producers of media content
- Critical thinking about the media and its role in every day life
- An appreciation of media content in cultural and media contexts (print, broadcast, web-based)
- Using different media effectively for learning and communication
- Knowledge of key aspects of media (e.g. language, representation, audience)
- Critical and creative thinking skills



WHAT WILL MY CHILD EXPERIENCE DURING THE COURSE?

- Active and independent learning through self and peer evaluations, reflecting on learning, setting targets, critiques and using feedback
- A blend of classroom approaches including visits and real life contexts such as interviewing members of the community; filming outdoors; reporting real events; teamwork; whole class learning; discussion and debate
- Collaborative learning: in groups and with others locally, nationally and internationally using blogs as digital scrapbooks, wikis
- Space for personalisation and choice: learners may choose their assignment topic. The teacher or lecturer can also select media content that suits their learners' interests
- Applying learning
- Embedding literacy skills: researching, presenting and creating in a variety of media; evaluating; communicating.

ASSESSMENT

- The course will be assessed through a question paper (exam) and an assignment, which will be marked by the SQA and graded A to D.
- The question paper is worth 60 marks and makes up 50% of the total assessment mark. It has two sections: Analysis of Media Content (50 marks), where learners will answer questions on media content they have previously studied, and Analysis of a Media Text (10 marks), where they choose one of three media print texts provided in the question paper.
- The assignment is also worth 60 marks and makes up 50% of the total assessment mark. Learners plan and develop media content in response to a negotiated brief. This involves carrying out research and planning, creating the media content and explaining the use of media codes to create impact.

CASE STUDY FOR ACTIVE LEARNING AND REAL LIFE CONTEXTS IN THE CLASSROOM

 We had the option of filming a promotional video for a local band or one for a local tourist attraction. My group opted to promote the band, some of whom attended our school. We met with the band to devise a brief, and discussed the image they wanted to portray of the band and the nature of the song that was to be featured. We agreed to come back to them with some proposals. We prepared a story board of key scenes and suggested a location. The band loved our ideas. That turned out to be the easy bit – filming was much more challenging! The video is now on YouTube.



National 5 progresses onto Higher Media

For more detailed course information:

SQA: Media National 5: www.sqa.org.uk/sqa/47414.html

Education Scotland: www.education.gov.scot/nationalqualifications

Curriculum for Excellence Key Terms and Features Factfile:

www.education.gov.scot/parentzone/Documents/CfEFactfileOverview.pdf



the National Parent Forum of Scotland

www.parentforumscotland.org

enquiries@parentforumscotland.org

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