

## Higher Media – Success Criteria

Analysing Media Content	
Topic	I can...
Identify Key Aspects	The Key Aspects are the cornerstone of Media Analysis. These are: CATEGORIES, LANGUAGE, NARRATIVE, REPRESENTATION, AUDIENCE and INSTITUTIONS.
Identifying and explaining media content in detail	The pupil must identify a range of signs encoded in the text and explain in detail (by application of the Key Aspects) how they convey meaning and/or construction. A valid response would be a detailed breakdown, with specific examples, of each stage or element in the media text. <b>This</b>
Select and apply elements from the Key Aspects to both Print and Moving Image texts.	The Pupil can Identify and explain media <b>contexts</b> in detail. <b>Contexts</b> mean the Pupil must explain in detail at least two media contexts from audience, institution, or society, relevant to given media content:
For the audience context	a detailed explanation of the characteristics and/or needs and/or wants of the target audience should be given. Alternatively, a detailed explanation of the preferred reading intended by the maker(s) of the content, or possible differential decoding by the audience should be given.
For the society context	factors relevant to the time or place of production should be explained. This can relate to history, technology, trends, politics, prominent ideas or anything other societal factor relevant to the media content being analysed. Explaining the relationship between media content and context.
Role of the Media	The Pupil explains in some detail at least one <b>role of the media</b> relevant to the media content studied. Pupils should produce at least one valid response. That would be an explanation of the positive, negative or other impact on behaviour or attitudes that might result from the way people, places, events or ideas are represented in the content. This explanation should make clear the cause and effect relationship between the representation and the role of media.
Focus, motivation and effort during class and home activities.	The Pupil will apply knowledge of at least three relevant key aspects by the detailed use of content and the application of concepts and terminology.

Creating Media Content	
Topic	What Pupils will doing....
Create media content	Planning and developing detailed ideas in response to a negotiated brief.

Pupils must negotiate at least two of the following elements of the brief with the assessor: topic; genre; form; medium; audience; purpose.

Pupils must demonstrate planning skills to develop more than one detailed idea in response to a negotiated brief.

As part of the planning, at least one piece of appropriate research must be carried out in relation to each of audience, institutional contexts and content, and findings recorded.

Evidence of detailed planning must go beyond a simple indication of decisions made, although it could include these to support points made. A detailed plan should include the intended use of a **range** of codes and, where appropriate, points about their relationships with research or creative intentions.

To achieve well in this area, pupils should create evidence of:

- ◆ a negotiated brief
- ◆ audience, institution and content research relevant to the brief
- ◆ decisions made as a result of research
- ◆ planned content and technical/cultural codes

Audience research could focus on:

- ◆ audience: characteristics; needs; wants; preferences; targeting, consumption
- ◆ anything else appropriate

Research, through surveys of the target audience, may indicate preferences in content, costume, other elements of mise-en-scene, make up, etc, and could be justified by the pupil in terms of purpose and/or genre and/or meaning. Reference may be made to the appropriateness of the inclusion/exclusion of elements of audience factors in terms of stereotypes/non-stereotypes by showing how these choices influence production decisions/choices by their inclusion or exclusion.

Institutional research could focus on:

- ◆ internal and external factors and their implications
- ◆ roles and responsibilities of production personnel
- ◆ anything else appropriate

Content research could focus on:

- ◆ similar content

	<p>◆ techniques and professional practice anything else appropriate</p> <p>This might involve research into adverts made for the same target audience or different types of advert for similar products. There may be research into specific roles or tasks associated with presentation on video or a look at the methods by which adverts try to persuade, eg brand loyalty, use of humour, catchy jingles, peer pressure. Style and tone may be researched.</p> <p>Decisions made could focus on elements of content and/or production processes and practice.</p> <p>The planned use of a range of technical and cultural codes should be indicated.</p> <p><b>Equipment</b> Research may refer to the capabilities of cameras, edit facilities, sound recording, and the skills of the users to manipulate the media content. Reference may be made to the appropriateness of the technology available by showing how its advantages or limitations shape production decisions/choices made on the inclusion/exclusion of specific media content. Other resources and their availability (eg costumes) may be considered.</p> <p><b>External controls</b> Research may look closely at the rules dictated by ASA or those that define what can or cannot be claimed about a product or the health and safety requirements of making a video.</p>
<p><b>Applying sustained production skills</b></p>	<p>Pupils must demonstrate the sustained and effective application of at least <b>two</b> production skills.</p> <p>These can be technical or non-technical, and can include pre-production, production and post-production skills appropriate to content and context.</p> <p>To provide evidence of <b>sustained</b> production skills, it could be that a pupil performs one significant role (for example, as a photojournalist) which requires numerous or detailed tasks/skills, or completes a number of tasks (for example, continuity and editing) which requires more than one production role.</p> <p>This will depend on aspects such as the brief, medium and form, and whether the pupil is working individually or as part of a group.</p>

	<p>Pupils must produce media content. This can be an extract or finished content. Where Pupils have worked as part of a group or class production, each Pupil's contribution must be clearly identifiable.</p> <p>Where a pupil has performed a role that involves, for example, organisation of others, or ensuring health and safety controls are met, a clear record must be kept of how the Assessment Standard has been met.</p>
<p><b>Evaluating the production process in detail</b></p>	<p>Pupils must demonstrate an ability to evaluate the production process in detail.</p> <p>Pupils must make at least four points of evaluation about planning/production tasks undertaken.</p> <p>They must give detailed reasons for each point made.</p> <p>The reasons should provide a clear rationale for the point of evaluation and could include references to: performance; plans; research; working with others; using technology; finished content; or anything else appropriate.</p> <p>Points do not need to be made in any particular order. Pupils could make four points with detailed reasons, or a greater number of points with less detailed reasons.</p> <p>Pupils might give reasons which relate to:</p> <ul style="list-style-type: none"> <li>◆ the brief, creative intentions or institutional context</li> <li>◆ professional practice or industry standards</li> <li>◆ comparison with other content</li> <li>◆ the use or influence of key aspects</li> <li>◆ anything else appropriate</li> </ul>
<p><b>Applying detailed knowledge and understanding of relevant key aspects of media literacy</b></p>	<p>The evidence for this Assessment Standard will probably be generated during planning, production and evaluation tasks rather than in response to a discrete task.</p> <p>Pupils should apply detailed knowledge and understanding of at least two key aspects relevant to creating media content by, for example:</p> <ul style="list-style-type: none"> <li>◆ describing plans or research using key aspect concepts</li> <li>◆ using media codes and conventions to create meaning in their content</li> <li>◆ evaluating their performance or content in terms of the use, impact or consequence of relevant key aspects</li> </ul> <p>Relevant key aspects that are content-based:</p> <ul style="list-style-type: none"> <li>◆ categories</li> <li>◆ language</li> </ul>

	<ul style="list-style-type: none"> <li>◆ narrative</li> <li>◆ representation</li> </ul> <p>Relevant key aspects that are context-based:</p> <ul style="list-style-type: none"> <li>◆ audience</li> <li>◆ institution</li> <li>◆ society</li> </ul>
<b>Desktop Publishing Software</b>	This will focus on using Canva software to create magazine covers and film posters.
<b>That I have completed the essential elements of the CAT report.</b>	
<b>Focus, motivation and effort during class and home activities.</b>	

Evidence
FAB 1&2
Analysing Media Content – Responses
Print Analysis responses both prepared and Unseen
Creating Media Content – 4 stages evidence
Role of the Media – written response and classroom debate teacher observation
Course Assignment Task – Report
Completed Original Media Products

### **What will be taken into consideration when deciding on a teacher-estimated grade for Higher Media**

- Performance in the Formal Assessment Blocks.
- Progress in attainment from FAB 1 to FAB 2
- The estimated grade Course Assignment task (CAT)
- The achieved marks for 2 parts of Written Exam – completed as discreet parts in classroom activities
- Quality and consistency of classroom work as demonstrated in jotter and on TEAM submissions
- Performance in the informal assessments, which are ongoing throughout the year:
  - Small knowledge and understanding Concept Tests
  - Unit assessment Responses
  - Completion of parts of the CAT
  - Completion of homework tasks related to external assessment elements
- Commitment and consistency in class and to homework.