

National 5 Media – Success Criteria

Topic	I can...
Analysing Media Content	
Identify Key Aspects	<ul style="list-style-type: none"> <input type="checkbox"/> Understand that 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	<ul style="list-style-type: none"> <input type="checkbox"/> 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.
Select and apply elements from the Key Aspects to both Print and Moving Image texts.	<ul style="list-style-type: none"> <input type="checkbox"/> I can Identify and explain media contexts in detail. Contexts mean the Pupil must explain in detail at least two media contexts from audience, institution, or society, relevant to given media content: <input type="checkbox"/> 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 decodings by the audience should be given. <input type="checkbox"/> 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. <input type="checkbox"/> The Pupil explains in some detail at least one role of the media relevant to the media content studied. To meet the Assessment Standard, one valid response 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.	<ul style="list-style-type: none"> <input type="checkbox"/> I can apply knowledge of at least three relevant key aspects by the detailed use of content and the application of concepts and terminology. <input type="checkbox"/> In relation to each key aspect, Pupils should give several examples in some detail or at least one example in detail.

Topic	I can...
Creating Media Content	
Identify elements from all of the Key Aspects	<input type="checkbox"/> Prepare and complete the essential stages of the CMC process; Planning – Production - Evaluation <input type="checkbox"/> I have evidence for each of the 3 stages in a small, medium and external assessment scale project.
What knowledge and understanding do I have to demonstrate through the Creating Media Content process?	
Audience	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.
Categories	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.
Equipment	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.
External controls	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 media text. Influences that must be considered on the making of the finished text.
Contribute to a group project.	Using the skills required in more than one production role in order to make appropriate media content within the context given by the brief. The Pupil will be able to evaluate the effectiveness of professionally made media content as well as the media content you create. The Pupil should describe in detail at least one strength and at least one weakness/area for improvement. In addition, the pupil should describe in detail at least one suggestion for improvement to performance and at least one suggestion for improvement to product.
Desktop Publishing Software	<input type="checkbox"/> This will focus on using Canva software to create magazine covers and film posters.
<input type="checkbox"/> That I have completed the essential elements of the CAT report.	
<input type="checkbox"/> Focus, motivation and effort during class and home activities.	

Evidence
FAB 1&2 (Moderated)
Analysing Media Content – Responses (Moderated)
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 (Partially Moderated)
Completed Original Media Products

What will be taken into consideration when deciding on a teacher-estimated grade for National 5 Media

- Performance in the Formal Assessment Blocks.
- Progress in attainment from FAB 1 to FAB 2
- The estimated grade Course Assignment task (CAT)
- 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.