**Media Assignment 60 marks**

In the assignment, candidates plan and develop media content in response to a negotiated brief.

The assignment gives candidates an opportunity to demonstrate the following skills, knowledge and understanding of production techniques:

* consideration of possibilities and problem-solving in planning and production processes
* application of knowledge and understanding of the relevant key aspects of media literacy
* evaluation of the strengths and/or weaknesses of the finished content

The assignment has two sections and 60 marks (50% of the total mark). Marks are awarded for the candidate’s ability to:

* research and generate ideas appropriate to a brief
* develop and justify media content choices
* create media content
* evaluate the strengths and/or weaknesses of the finished content

The finished content and explanations are considered together.

**Section 1: planning (25 marks)**

In response to a negotiated brief, candidates research and plan media content, and consider the impact of actual or likely constraints.

**Section 2: development (35 marks)**

Candidates make the planned media content and explain and evaluate their use of media codes to create impact or convey connotations.

**Assignment overview**

**Section 1: planning**

Candidates answer the following questions, which should be completed **before** they make their content:

1 Describe what you discovered during your research into **audience**, and explain how this influenced your plans. (5 marks)

2 Describe what you discovered during your research into **internal institutional factors**, and explain how this influenced your plans. (5 marks)

3 Describe what you discovered during your research into **external institutional factors**, and explain how this influenced your plans. (5 marks)

4 Referring to **one key aspect** of media from categories, language, narrative and representation, describe what you discovered during your research into content, and explain how this influenced your plans. (5 marks)

5 Referring to **a second key aspect** of media from categories, language, narrative and representation, describe what you discovered during your research into content, and explain how this influenced your plans. (5 marks)

**Section 2: development**

Candidates select five examples from the finished content that they think demonstrate an ability (or attempt) to create impact or convey connotations. They answer the following two questions for each example which should be completed **after** they make their content:

1 **Describe** the techniques or codes you used in this example, and then explain in detail the impact or connotations you intended. (5 marks)

2 **Evaluate** the strengths and/or weaknesses of this example. You should refer to aspects such as your target audience, purpose, production processes, personal performance, potential strategies for improvement or anything else you consider relevant. (2 marks)

**Setting the brief**

The candidate may negotiate a brief to plan and develop a piece of media content in its entirety, or to plan and develop one part of media content which can be combined with the work of other candidates to make a finished piece.

The requirements for setting the brief are open enough to provide for personalisation and choice by the candidate. Candidates can use a brief provided by the centre, or discuss ideas with their teacher or lecturer and agree on the brief together. Each candidate should have their own, individual brief, but that could relate to a whole class or group project.

The brief must include the following information.

*An instruction or stimulus*

The instruction might be to make an advert, content for a magazine or website, a trailer, a factual programme, or other media content for a particular purpose. Alternatively, a stimulus might be used. This could be an experience, a theme, an extract from a book, a news story, or anything else that can suggest an idea for media content.

*A target audience*

Candidates should know the age group and gender of the target audience, as well as anything else that is relevant about them.

*The level of finish expected*

Taking into account the resources available, the brief must specify clearly the level of finish expected in section 2 (development) of the assignment. Although finished content may be the most desirable for the candidate to submit, at National 5 level, storyboards, detailed plans and/or sketches are acceptable. Candidates need to be absolutely clear about the level of finish expected.

*Resources*

Candidates may require some assistance to access resources, locations and personnel to make their media content. Teachers or lecturers can provide resources or assist as necessary. The assignment has been developed to ensure that all candidates are assessed in the same way, regardless of the technical capabilities of the equipment at their disposal, or the medium, form or genre they work in. Consequently, the instructions for the assignment direct all candidates to adopt a common approach regardless of their brief or resources. Some candidates may be able to produce content of a very high finish, but some may not, despite their creative intentions. Artistic or technical skills are not assessed because the course does not have a specific focus on these, and because of possible resource implications within the centre which may make a high technical finish difficult.