



Understanding Standards

Support pack for national unit assessment

H239 74

Media Assignment (National 4): Added Value Unit

Identifier: WS3/C1 C2/2014

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Contents

Overview	1
Commentary on candidate evidence	2
Candidate evidence	3

Overview

Purpose

Understanding Standards packs are intended to provide teachers, lecturers and assessors with a clear understanding of why specific examples of candidate evidence have or have not met the national standard for a named unit/s. They may be used in centres:

- ◆ to prepare for delivery of the unit/s and the National Course to which it contributes
- ◆ to prepare for the assessment of the unit/s
- ◆ as benchmarks to help assessors judge the evidence produced by their own candidates
- ◆ for training purposes

Assessment approach used by the centre

SQA Unit H239 74 Media Assignment (National 4) unit assessment support package

Assessment judgement

In relation to the candidate evidence in this pack

Both candidates 1 and 2 **have** achieved partial assessment standards for the interim evidence submitted.

Commentary on candidate evidence: Media Assignment (National 4) — Added Value Unit

Outcome 1

The candidate will:

Carry out an assignment which shows they can analyse and create straightforward media content by:

- 1.1 Generating ideas in response to a brief
- 1.2 Researching and analysing media content relevant to the brief, using appropriate key aspects of media literacy
- 1.3 Planning and creating media content, carrying out at least one specific production role
- 1.4 Reflecting on the process and product

Assessment standard commentary

Candidates 1 and 2 were given a brief to create an advertisement for a product.

Candidate 1

Interim evidence for assessment standards 1.1 and 1.2.

The interim evidence shows good research and development of the brief given. The mock-up is simplistic and the evaluation does lack some development, but this is submitted as 'Interim evidence' so the work is not complete allowing the candidate to develop further evidence to meet the full Outcome.

It could be made clearer that the candidate found the source material through their own research.

Candidate 2

Interim evidence for assessment standards 1.1, 1.2, 1.3 and 1.4.

There is a lack of detailed planning which means that the full standard for 1.3 has not yet been achieved.

There is no mock-up available and a clear written plan linking the learning and research (from the evidence for 1.2) to the final product should be developed to achieve the standard.

There is evidence of planning processes addressed in the evaluation (1.4) but this is insufficient to pass overall.

With the inclusion of a detailed plan and some development of the link between research and final product standards could be met.

Candidate Evidence

Candidate 1

Stage 1: Agree Your Brief and Generate Ideas.

Brief:

You are to create a still advert which has the purpose of selling the product L'oreal Paris Elvive Shampoo to teens to middle aged females

what you might include in your content.

- Chanel color
- picture of the product
- dark/plain colours

how can you achieve the purpose

- colours that attract the buyer
- picture of product and make it stand out
- have a tag line.

how you can appeal to your audience.

- use facebook/twitter links to make it appeal to the people

Stage 3: Plan your media content.

at Time: try and keep up with my work and not fall behind, or catch up at home or in my spare time.

Time - Because I am working on this project during school time, I only have a limited time in class to do this and it could affect my plans as I may have to try spend all my time on all of it and not on 1 part. I would have to manage my time properly

Budget: Because we are working at a school we don't have a budget to create our media content. It could effect my final piece as I may not be able to use certain equipment. No budget may effect my final advert.

ii I will use the materials I can from the School or from home to make a quality advert.

School rules: This may affect my advert as I am confined to the school grounds and the rules. I can't have rude, or provocative images or use bad language

iii Because of this I will stick within the rules. If I need any thing out of school grounds I will do it in my own time.

My Skills - As am not good at art this will effect my plans as i may have to use already drawn images. It may look unprofessional, which ^{poor} may make my advert look ~~like~~ quality

As a result of this, i am imaginative and create, so i will find away of putting the images together to make sure my advert promotes my product

Stage 5 : Review.

i) planned and made media content

planned out how i wanted it to look, the colours, the layout.

ii) generate ideas/

Made my advert interesting, colourful, made it blend together and look professional

b i. Targets a particular audience.

i think my media content targets audience in teenage years as i used cheryl cole because shes a role model to teens.

ii use media codes.

i could do this by doing them

Image removed for copyright reasons.

(Image of L'Oreal advert with Cheryl Cole)

yellow
background.

tagline

product.

Shampoo for people who say
this shampoo

'SHINE' meaning you look
so hair will shine.

The model's face and hair
is lit up most of the
time to show how nice
the hair looks.

Looking at my hair?

Better borrow my shades
than

indicates that if you use
it your hair will shine

'minute miracle' trying to
tell you it only takes 3 minutes
to have perfect hair

urpose:
picture of the product
so people know what to
look for in the shops.

Image removed for copyright reasons.

(Image of Aussie® shampoo advert with model and bottle of shampoo)

The black and white effect
makes it look attractive and
catches people's eye

The product stands out more
in colour against the black
and white background so that
it will catch the audience's
eye

Looking directly at the
audience, friendly smile.

'Looks incredible' shows that if
you use this product your hair
will always look perfect.

Audience: attract late teens to
middle aged women

Stage 2: Pivotalise context relevant to

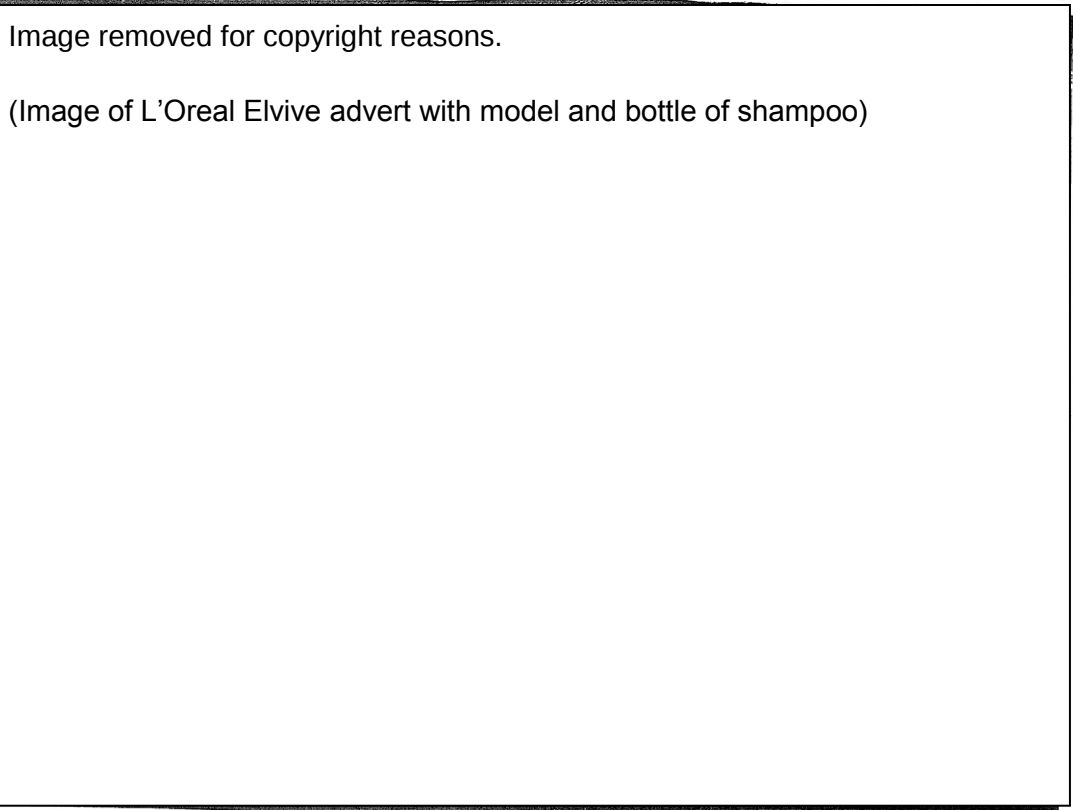
Purpose of the advert
 to show the hair
 Ideal even for the hair
 people who don't like
 their hair being cut
 or styled
 beautiful hair
 The image of the hair to provide
 the people to buy it so their
 hair will look like that

dark background
 make it - model
 stand out more

lose up of her face showing
 most of the hair
 her flawless skin and blue
 eyes attract the females to
 buy the product even more

Purpose → picture of
 the product so
 people know
 what to look for

the colour of pinks/purples
 make it look really modern



The background is the hair
 The background is the hair
 The background is the hair

The hair is the hair
 The hair is the hair
 The hair is the hair

The hair is the hair
 The hair is the hair
 The hair is the hair

The hair is the hair
 The hair is the hair
 The hair is the hair

Audience: attract teenagers to
 middle aged woman
 the hair looks nice, smooth and
 people would buy it so their
 hair would look like it

to get people to buy and make this more popular.

"The 1st reusable permanent hair colour" L'oreal have mentioned this in bold to tell the customer that they are the first brand to produce it, making you want to buy it even more.

'REVOLOUTIONARY' in capital letters to make it stand out. Also making women think it's a really good product and they would want to buy it.

feature of product so people will know what to look for in the shops.

information of safety and how to use it, makes it look like they care for you.

Image removed for copyright reasons.

(Image of L'Oreal Preference advert with model and bottle of product)

close up of her face and hair to show the movement of the hair and how lush it is, it's effective because it makes you think your hair will look like hers.

L'oreal try to make you want to buy the product by advertising it reusable, which can be appealing because women won't need to spend lots of money on it.

Audience Targeted at late teens to late 30's

L'oreal have tried to attract the females by using the tag line 'because when...'.

Purpose: for late teenagers
to buy to notice and
buy the product.

most of the youth is aware
that hair dye is cool
asking the question 'are you
bright enough yet?' to tell
you that your hair will be
really bright

Bright vibrant colours
that will get noticed and
catch people's attention and
realise how cool it looks.

lose up of her showing the
overhaul of her hair and
doing the audience believe your
hair will look like this

ing line: 'if you've got the
attitude - we've got
the colour'

targets the younger generation
buy Schwarzkopf.

targets younger people by
suggesting that they have
wisdom, Facebook etc.

Image removed for copyright reasons.

(Image of LIVE Ultrabrights advert with model and bottles of products)

Image: Airbrush someone
relevant to brief

The background colour,
blue makes the purple
stand out more
because they contrast
together.

- the questions makes you
ask yourself if you should
buy the product

'Dip dyeing' is the latest
trend, making it a multi-
purpose hair dye

Picture of the product
lets the audience know what
the dye looks like to find
it in the shops.

uses a variety of different
colours which will appeal
to more people

Audience: targeted at
late teens to late 20's
The brightness will appeal to
the audience

Candidate 2

~~MEETING~~

Stage 1 - Agree your ~~brief~~ brief and generate ideas:

Brief

You are to create a still advert which has the purpose of selling Mac B Flavour Water to teens - middle 30's.

What I might include in my content?

- Scott Tumlin (Popular Reality Show)
- light colours
- picture of the product.

How can I achieve ~~my~~ my purpose?

- Image of product
- Celebrity which will attract the audience
- Links to Facebook on Twitter page
- come up with a funny tagline.

How can I appeal to your audience?

- Use Facebook and Twitter links to make it appeal to my target audience.
- as I said up there I will use a famous celebrity to show case in my production.

Stage 3 - plan your media content?

institutional factors

Budget - because we are working in a school environment we haven't been given a budget to create our media content but I did use the paper, printers, glue, scissors and pens.

Time - I am working on this project during my class time, I only have limited time but if I do fall behind I will use my study periods and my free time at home.

School rules

- We had to stick to school rules and make sure it was suitable for pupils of all ages. So we will not put any swearing or pictures that are inappropriate.

Stage 5.

Review

I have picked to write about how I ~~wrote~~ analysed content relevant to the brief. I think I was good at this because I found good adverts which were easy to understand. I managed to pick the audience and the purpose and picked the Outer technique codes.

I think I could be better at generating ideas. I found it difficult to come up with different things to do. I could get better by looking at lots more adverts to give me more ideas.

Final media content:

I think my poster uses media codes well. I think the colours I choose are good. The writing is yellow and blue which matches the bottle. There is a lemon exploding which matches the flavour of the water.

I think I could have targeted the audience better. I could have

targeted a teenaged audience
by using the celebrity that I
had first planned. That way more
people would have looked at it.

bold to show importance

Cropping - product takes up whole frame

Image removed for copyright reasons.

(Image of vitaminwater® advert)

Same colour as product lighting - makes it look glamorous

Same colour

Shows three products in one to show many flavours. This might attract more people.

audience - Teens and young adults - It is brightly coloured with pink and yellow and a picture they might want to put them up after a wild night. Fitness fans - It says it contains vitamins so people who like to be fit and healthy would buy this maybe.

Purpose - to persuade people to buy vitamin water, we know this because it says 'try it'

To inform us of a new product, we don't usually see water with vitamins so it makes it look fresh and new.

Smile makes her seem happy.
Suggest you'll be happy
if you drink this drink.

Mark Watkinson
Suggest this should
be our choice to
drink at night.

or copyright

→ word 'your' makes
it like they are talking
to us.

Audience - Adult females
A dolls - US says that it is
the 'green up' soft drink. Maybe
it wants people to drink this
instead of drinking

Colour of dress matches product. Woman like things to match.

Image removed for copyright reasons.

(Image of Coca-Cola® advert)

Multi-coloured -
kind of life

Use of things
bursting out
bursting out
bursting out
bursting out

Audience:-

- teens and young adults
- * bursting out teens are for people because they have sportswear, bags, guitars. It is cool and so for teens
- * colours are so bright and colourful it is for young audience these colours would be too low for older audiences

might suggest it is cool to drink coke + give you energy

purpose:-

- these to persuade people that buying this is the right thing to do.
- to get the target audience to buy the product i.e. Coca-Cola
- to make money and profit from buying the product. the coke sold the day the day

Simple adware
sell focuses on product

Logo - tell audience what it is they are drinking.
- trusted brand
- we recognise it

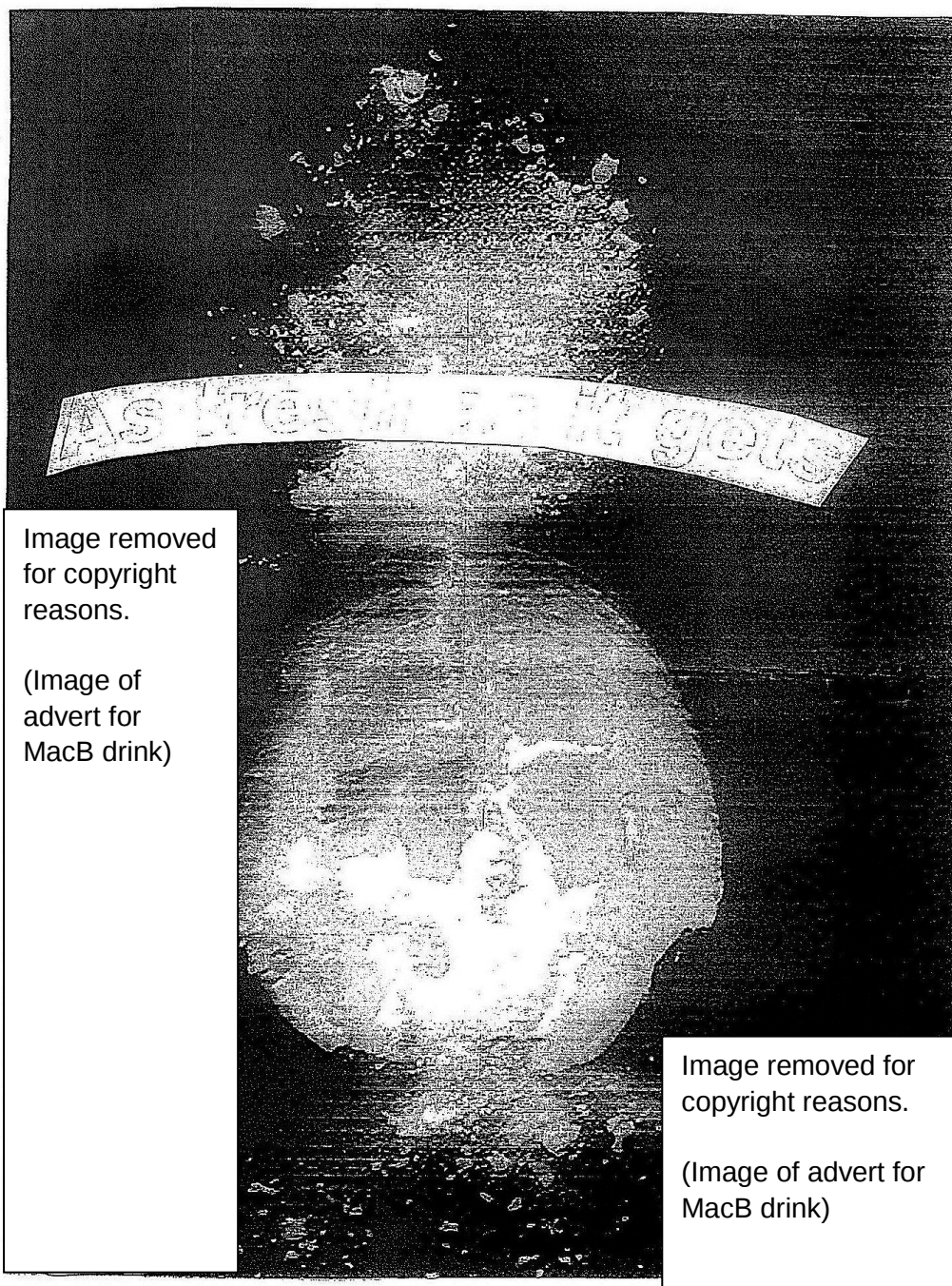


Image removed
for copyright
reasons.

(Image of
advert for
MacB drink)

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