



GCSE Media Studies (Y10-Y11)



Content and Intent

Media Studies Department

What specification do students follow?

Eduqas- Subject specifications are available at <https://www.eduqas.co.uk/qualifications/media-studies/gcse/>

What Fundamental knowledge is required?

The Theoretical framework is based on four interrelated areas:

- Media language: how the media through their forms, codes and conventions communicate meanings
- Representation: how the media portray events, issues, individuals and social groups
- Media industries: how the media industries' processes of production, distribution and circulation affect media forms and platforms
- Audiences: how media forms target, reach and address audiences, how audiences interpret and respond to them, and how members of audiences become producers themselves.

***The framework provides a holistic and focused approach to interpreting and analysing the media, which students will develop progressively as they study the three components.**

Which topics will students cover in Year 10?

- An Introduction to the Theoretical Framework
- Advertising and marketing (including *Quality Street*, *This Girl Can*, *The Man with the Golden Gun*, *Spectre*)
- Magazines (*GQ* and *Pride*)
- Newspapers (*The Guardian* and *The Sun*)
- Video Games (*Fortnite*)

***Component 3 (research, planning and production of a magazine) is also studied at the end of Year 10**

Which topics will students cover in Year 11?

- Television crime drama (*Luther*: Series 1, Episode 1)
- Radio industry (*The Archers*: Full length episode)
- Music industry (music videos including online media analysis: *Taylor Swift*- '*Bad Blood*', *Pharrell Williams* '*Freedom*' and *TLC* '*Waterfalls*)

***Revision blocks and relevant activities will also be studied towards the end of Year 11 (including interleaved content/ Y10 topics)**

How will students be assessed internally?

Students are assessed half termly and termly as well as through trial examinations.

How will students be assessed externally?

Component 1: Exploring the Media

Section A: Exploring Media Language and Representation

This section assesses media language and representation in relation to two of the following print forms: magazines, marketing (film posters), newspapers, or print advertisements. There are two questions in this section.

Section B: Exploring Media Industries and Audiences

This section assesses two of the following media forms: Film, newspapers, radio, video games.

Assessed: Written examination: 1 hour 30 minutes // 40% of qualification

Question types

Section A:

- One question assessing media language in relation to one set product (reference to relevant contexts may be required)
- One two-part question assessing representation in relation to one set product and one unseen resources in the same form. Part (a) is based on media contexts. Part (b) requires comparison through an extended response.

Section B:

- One stepped question on media industries
- One stepped question on Audiences.

Component 2: Understanding Media forms and Products

This component assesses all areas of the theoretical framework and contexts of the media in relation to television and music.

Section A: Television Industry

Section B: Music Industry (music videos and online participatory media)

Assessed: Written examination: 1 hour 30 minutes // 30 % of qualification

Question types

Section A: Television Industry

- One question on either media language or representation, which will be based on an extract from one of the set television programme episodes to be viewed in the examination (reference to media contexts may be required)
- One question on media industries, audiences or media contexts.

Section B: Music Industry (music videos and online participatory media)

- One question on either media language or representation (reference to relevant contexts may be required)
- One question on media industries, audiences or media contexts.

Component 3: Creating Media Products

An individual media production for an intended audience in response to a choice of briefs set by WJEC, applying knowledge and understanding of media language and representation.

Assessed: Non- exam assessment // 30 % of qualification

What can I do with this subject?

Media Studies helps you develop a number of skills: an ability to analyse how media products are constructed; how to produce media products across different platforms and how to do individual research. As the media touches every person and every profession, the subject has a really broad application; it prepares students for A Level study, university study and/or a career in the Media and the creative industries.



Revision support

Media Studies Department



Top 3 techniques:

1. Read through your class notes and **create flash cards/ mind maps or flow diagrams/** for each of the set texts (in order to structure these resources effectively, you must include the following stages:
 - ✓ **Stage 1: TERM**= reference important **codes and conventions/** terminology/ **media literacy**. Offer precise '**JUICY EXAMPLES**' for each of the products –include a variety of, written codes, visual codes, technical codes, shot types (include a minimum of three).
 - ✓ **Stage 2: TRIPLE CONNOTATION**= Offer analytical comments- such as triple connotations/ implicit information linked to context
 - ✓ **Stage 3: SYMBOLIC READING** = what messages does the product communicate about the wider world/ reality? Values/ beliefs/ narratives? Which theorist are relevant to this set product? (**Can you add your comments using a red pen?**)
2. Print, read and highlight the key information on the **knowledge organisers and Eduqas teacher notes** shared on Microsoft Teams. Once you have done this, you should then pair up with a friend or ask a member of your family to quiz you/quiz each other based on your knowledge for each of the set products.
3. **Complete practice questions.** These have already been shared on Microsoft Teams and they are also available using the '**Help Yourself**' box located in Miss Bradwell's classroom:
 - ✓ As a general piece of advice, you should always prioritise the questions that you find the most challenging - based on recent trial examinations.
 - ✓ Try to operate the success criteria required (PEA/ PEAL/ PEACHY LINK PEACHY- taking care to maintain term+ triple connotation + symbolic reading wherever possible).
 - ✓ Finally, another top tip would be to complete each question under timed conditions and then change to a red pen/ different coloured pen once the full exam time has been used (that way you can still carry on writing to show yourself and your teacher the full extent of your ideas/what you are capable of -outside of time restrictions).

4 key websites:

- **BBC Bitesize- Media Studies** <https://www.bbc.co.uk/bitesize/subjects/ztnygk7>
- **Mrs Fisher – YouTube** <https://www.youtube.com/channel/UCUKrpx4BcJrGLzmqAhCjASg>
- **The Media Insider- Youtube** https://www.youtube.com/channel/UCGXfqzVEZr0XaZLWG3_HniA
- **Seneca-Quizzes** <https://www.senecalearning.com/en-GB/>

****Sign up** to this website using the following code (you will also need your school email address):
[app.senecalearning.com/dashboard/join-class/tbnh6azwl6](https://www.senecalearning.com/dashboard/join-class/tbnh6azwl6)

General tips for Seneca-

- ✓ **Little and often pays off-** try to set a side one evening per week where you spend 1 hour on Media Studies Seneca revision
- ✓ You should respond to a **wide range of questions** relating to all areas of the course (Component 1 and Component 2); this will check your understanding and sign post key areas of strength /weakness (therefore further supporting you with the revision process). I
- ✓ If you have created a **mind map for each of the set products**, it would also be useful to add any relevant/ perceptive information (obtained through Seneca) to your original mind maps- using a different coloured pen (that way all of your information is in one place).

Further Support

- ✓ **Study support sessions-** These are available upon request in OS2 with Miss Bradwell - please sign up if you have an concerns/ queries or if you would like to receive any further support with any additional work.
- ✓ **Revision guides/ Terminology and Theory booklets** – these are also available on the Teams area and they refer to key concepts, fundamentals- they also include model paragraphs, course content and task based activities *in addition, as they are teacher made, they link directly to the lesson content).

Wider reading

Teacher notes

- Access teacher notes using the following link and add to your original mind maps/ flash cards using a different coloured pen /attempting to build on what you have done previously:
<https://www.edugas.co.uk/qualifications/media-studies/gcse/>.
- Copies of the products as well as our initial analysis can also be found in your books.

List of products

- **Magazine front covers:** *Pride* (November 2015)/ *GQ* (July 2016)
 - **Film Posters (marketing):** *The Man with the Golden Gun* (1974)/ *Spectre* (2015)
 - **Newspaper front pages:** *The Guardian* (12 Sept 2018)/ *The Sun* (12 June, 2018)
 - **Print advertisements:** *Quality Street* (1956)/ *This Girl Can* (2015)
- *The Sun*- <https://www.thesun.co.uk/>
- *Spectre*, 12 (2015)- <http://www.007.com/spectre/>
- *Fortnite* (2017)- <https://www.epicgames.com/fortnite/en-US/home>

Mrs Fisher – Video Tutorials:

Component 1- Section A

- GQ magazine- <https://www.youtube.com/watch?v=ZlsSMZHvTYM&list=PLm6BhMZgdGbDUZbF4olK99TDPXgfBBdZz&index=2>
- Pride magazine- <https://www.youtube.com/watch?v=FA5XMOx3LLw&list=PLm6BhMZgdGbDUZbF4olK99TDPXgfBBdZz>
- Quality Street advertisement, media language- https://www.youtube.com/watch?v=0om_gIXb0ck
- Quality Street advertisement, representation- <https://www.youtube.com/watch?v=nKI1BOyaKp8&list=PLm6BhMZgdGbDUZbF4olK99TDPXgfBBdZz&index=13>
- Spectre, film poster- <https://www.youtube.com/watch?v=0EKTvHIyHus>
- The Guardian newspaper- <https://www.youtube.com/watch?v=YA9n9yJ7lwU>
- The Man With the Golden Gun, film poster- <https://www.youtube.com/watch?v=lRnTaDEWq3s&list=PLm6BhMZgdGbDUZbF4olK99TDPXgfBBdZz&index=8&t=0s>
- The Sun, newspaper- <https://www.youtube.com/watch?v=Ax8fEGh0F0o&list=PLm6BhMZgdGbDUZbF4olK99TDPXgfBBdZz&index=22>
- This Girl Can advertisement, media language- <https://www.youtube.com/watch?v=1AHO8rMioSk>
- This Girl Can advertisement, representation- <https://www.youtube.com/watch?v=k9LyEfOPNi4&list=PLm6BhMZgdGbDUZbF4olK99TDPXgfBBdZz&index=12&t=0s>

Component 1 Section B

- The Archers, Audience- <https://www.youtube.com/watch?v=nMosnTR7l5U>
- The Archers, Industry- <https://www.youtube.com/watch?v=Dk228wCPi4A&list=PLm6BhMZgdGbDUZbF4olK99TDPXgfBBdZz&index=22&t=0s>
- Fortnite- <https://www.youtube.com/watch?v=P0ou3Sh-TFM>
- The Sun Audience- <https://www.youtube.com/watch?v=eB2ny3yb-VA&list=PLm6BhMZgdGbDUZbF4olK99TDPXgfBBdZz&index=5&t=0s>
- The Sun Industry- <https://www.youtube.com/watch?v=2DmuTskxGgU&list=PLm6BhMZgdGbDUZbF4olK99TDPXgfBBdZz&index=4&t=0s>
- Spectre Industry- <https://www.youtube.com/watch?v=ITG0CgV7ZM8>

Component 2- Section B

- Taylor Swift, Bad Blood- <https://www.youtube.com/watch?v=c2USygnLqU&list=PLm6BhMZgdGbDUZbF4olK99TDPXgfBBdZz&index=16>
- Pharrell Williams, Freedom- <https://www.youtube.com/watch?v=Th3Dxm-Xonk>

Exam Information

- Component 1 information- <https://www.youtube.com/watch?v=lGmbuWAdLsE&list=PLm6BhMZgdGbAwUhq354vLXlrYy3D8tSPA&index=2>
- Component 2 information - <https://www.youtube.com/watch?v=WC8hKs8AN9o>

Theory

- Claude Levi Strauss' Binary Opposition theory- https://www.youtube.com/watch?v=xJJRyPIsD9O&list=PLm6BhMZgdGbB0pEo2wm_A-tU1ucrRIPFS
- Propp's character theory- https://www.youtube.com/watch?v=vINP4yXsFI&list=PLm6BhMZgdGbB0pEo2wm_A-tU1ucrRIPFS&index=2
- Steve Neale's genre theory- https://www.youtube.com/watch?v=hNaDStRuPdI&list=PLm6BhMZgdGbB0pEo2wm_A-tU1ucrRIPFS&index=4
- Todorov's narrative theory- <https://www.youtube.com/watch?v=CuEdncp5XfM&t=179s>
- Uses and Gratification theory- <https://www.youtube.com/watch?v=1pBBnnWbDO>

General

- Shot types and angles- <https://www.youtube.com/watch?v=fQniOPzGaUs&list=PLm6BhMZgdGbBcXcAtJJWkU6BqtLqUy2pt>
- Camera techniques- <https://www.youtube.com/watch?v=MU8jmWuR4bk&list=PLm6BhMZgdGbBcXcAtJJWkU6BqtLqUy2pt&index=4>
- Colour connotations- <https://www.youtube.com/watch?v=HtaTh7Uhl4&list=PLm6BhMZgdGbBcXcAtJJWkU6BqtLqUy2pt&index=2>

Websites linked to set products/ theoretical framework:

- <http://theory.org.uk/>
- <https://www.sportengland.org/our-work/women/this-girl-can/>
- <http://www.christies.com/features/Classic-James-Bond-movie-posters-6684-1.aspx>
- <http://www.magforum.com>
- <http://pridemagazine.com/wp-content/uploads/2015/05/PrideMediaPack2015.pdf>

Websites for regulatory bodies:

Ofcom – television and radio (including video-on-demand services) <https://www.ofcom.org.uk/tv-radio-and-on-demand>

BBFC – film (theatrical and DVD, also digital/ streaming), music videos (pilot scheme) <http://www.bbfc.co.uk/>

IPSO – magazines and newspapers <https://www.ipso.co.uk/> IMPRESS – press regulator <http://impress.press/>

ASA – advertising <https://www.asa.org.uk/About-ASA/About-regulation.aspx>

VSC – video games <http://videostandards.org.uk/VSC/>

EXAM SUPPORT

- **Complete an exam style question (available on Teams) for section A; the questions vary from 5 minutes- 35 minutes (for the 25 marked comparative questions).**
- **Question 1a/1b/1c= PEA paragraph** (using media literacy, codes and conventions, triple connotations and then zoom out and consider symbolism, narrative codes, key messages)
- **Question 2a = PEAL paragraph** (using media literacy, codes and conventions, connotations and then zoom out and consider key values and link to facts about the time period)
- **Question 2b= PEACHY Link PEACHY** (using media literacy, codes and conventions, triple connotation, zoom out and consider symbolism, narrative codes, key messages, before considering whether this challenges or reinforces stereotypes about gender/ ethnicity- this will depend on the question)
- 2. **Afterwards, write a reflective paragraph (10-15 minutes) in red pen that considers:**
 - Which skill did you find the most challenging and why?
 - How did you manage your time?
 - What would you set as your EBIs and WWW

Discretionary tasks

Student experience

- Watch a film from the following list (*Choose an appropriate age rating and genre)

<https://www.dropbox.com/sh/46xxps0hyxh3z80/AAAGO0zZlfXIXSkYILcL5hYma?dl=0&preview=Films+to+watch+while+school+is+closed.pptx#>

Checkpoint- once you have watched it, go back and choose your favourite scene/part of the film and follow the following steps:

Open a word document/ PPT and take some screen grabs (use the snipping tool on the computer or print screen). You should aim to screen grab 4-8 shots from your favourite part of the film.

- Label the shot type for each of the shots (mid shot/ long shot/ establishing shot/ close up etc)
- Label the features of mise-en-scene worth discussing (e.g prop/ setting/ costume/ make-up/ facial expression/ gesture)
- Zoom in and offer triple connotations of minor features within each shot
- Zoom out and consider the symbolic messages communicated (*e.g. narrative/ representation/ production values/ messages and ideologies/ moral panics about the world)
- Pick up a red pen and then apply media theory (e.g Propp/ Uses and Gratification theory)

Challenge- Can you offer a multi-stranded analysis by considering the impact of sound? What can you hear? Consider the connotations of the sound used and how this adds impact.