Taverham Sixth Form

Eduqas A-level Media Studies

Name.....

Why study Media Studies?

'In our media-saturated age, it's vital that young people can evaluate competing sources of information, and communicate effectively within a fast-changing digital environment. This isn't just a matter of easy-to-learn skills. They need critical knowledge of media texts, audiences and digital culture, and of the complex political economy and technology which underpin them.'

Professor Sonia Livingstone OBE, London School of Economics and Political Science

The media is the most dynamic, innovative and influential method of mass communication of modern times. It has been reported that adults in Great Britain are consuming media for almost eight hours a day. That's eight hours a day watching films and television, reading newspapers, and sifting through online media. Within that time, we are bombarded by other people's representations of the world and how we respond to these representations can affect our perceptions of people, places and society, of politics and culture, of ourselves and of our place in the world.

Media Studies is a vital tool necessary to understanding the media's significance and its power.

IPA: Adults spend almost 8 hours each day consuming media

Entry Requirements

Six GCSEs at Grade 4 or above including at least Grade 4 for English Language and Maths with Grade 5 in Media Studies if taken *or* English Literature *or* English Language if Media Studies not taken.

Course Structure

Component 1: media products, industries and audiences
Written examination: 2 hours 15 minutes
35% of qualification

The examination assesses media language, representation, media industries, audiences and media contexts. It consists of two sections:

Section A: analysing media language and representation
This section assesses media language and representation in relation to two of the following media forms: advertising, marketing, music video or newspapers. There are two questions in this section:

- one question assessing media language in relation to an unseen audio-visual or print resource
- one extended response comparison question assessing representation in one set product and an unseen audio-visual or print resource in relation to media contexts

Section B: understanding media industries and audiences
This section assesses two of the following media forms – advertising, marketing, film, newspapers, radio, video games - and media contexts. It includes:

- one stepped question on media industries
- one stepped question on audiences

Component 2: media forms and products in depth
Written examination: 2 hours 30 minutes
35% of qualification

The examination assesses media language, representation, media industries, audiences and media contexts. It consists of three sections:

Section A – television in the global age
There will be one two-part question or one extended response question

Section B – magazines: mainstream and alternative media
There will be one two-part question or one extended response question

Section C – media in the on-line age
There will be one two-part question or one extended response question

Component 3: cross-media production
Non exam assessment
30% of qualification

An **individual** cross-media production based on **two forms** in response to a **choice of briefs set by Eduqas**, applying knowledge and understanding of the theoretical framework and digital convergence.

Course Content

A-level in media studies is designed to broaden your understanding of how media products have an impact and influence society. You will be studying across the media and investigate a range of forms and conventions such as:

- film
- television
- radio
- music video
- advertising
- video games

Assessment Objectives

AO1
Demonstrate knowledge and understanding of:

- the theoretical framework of media
- contexts of media and their influence on media products and processes.

AO2
Apply knowledge and understanding of the theoretical framework of media to:

- analyse media products, including in relation to their contexts and through the use of academic theories
- evaluate academic theories
- make judgements and draw conclusions

AO3
Create media products for an intended audience, by applying knowledge and understanding of the theoretical framework of media to communicate meaning.

As the course is a linear subject these skills are assessed via your summative exams at the end of your two-year study. Throughout your studies you will be given formative assessments to check your understanding and progress against these assessment objectives. These assessments may take the form of:

- extended essays
- case studies
- presentations
- student-led teaching / student-led activities
- group/team assessments
- exam style questions

You will receive regular feedback and guidance on your progress against the assessment objectives.

Please be aware that if you are eligible for a post 16 bursary then costs for approved relevant resources may be covered depending on family circumstances – please ask in the sixth form office for an application/claim form.

Preparation for September

Task 1

Set Products: Film (Component 1, Section B)

Watch the following films in preparation for studying them in more depth:

I, Daniel Blake (Wild Bunch/Why Not/BBC - 2016)

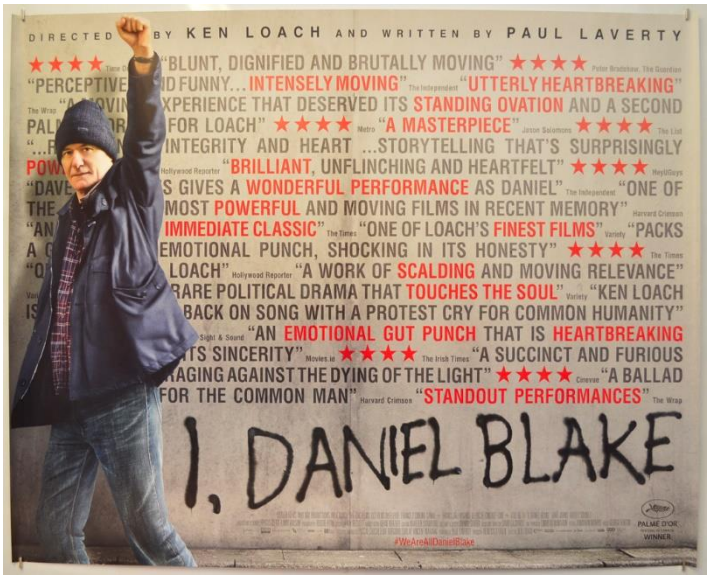
Black Panther (Marvel Studios/Walt Disney Pictures – 2018)

1) **Write**: a 200-word review of each film.

2) **Answer:** who do you think the film is targeted at (consider age, gender, social class, ethnicity)?

3) **Find:** three examples from each film that back up your previous answer. This could relate to style, soundtrack, narrative, director, etc.

4) **Annotate and analyse the film posters**: who do you think the film is targeted at (consider age, gender, social class, ethnicity)?



Task 2

Set Products: Print (Component 1, Section A)

'If you don't read the newspaper, you are uninformed. If you do read the newspaper, you are misinformed.' *(attributed to Mark Twain)*

1) **Answer:** what do you think this quote means? To what extent do you agree? (no more than 150 words). Feel free to use the images below to help you answer the questions.

Task 3

Creating Media: Non-Exam Assessment Prep (Component 3)

Your exam briefs will be released late March, with details of tasks, target audiences and genres. For now, I have set you these guidelines so that you can practice how you *might* respond to such a brief next year.

Your cross-media production should be created for a ***mainstream***:

- TV broadcaster *or*
- magazine publisher *or*
- record label *or*
- film studio

and target a ***mainstream audience*** of ***16-34*** year-olds who have an interest in the genre/topic of the product.

Choose from ***one*** of the following options and create a design *either* by hand (neatly, with colour and fine lining) *or* using any computer software you have access to.

1. Plan and design the *website homepage* for a *new* TV series aimed at the suggested audience. You can choose the genre or sub-genre.
2. Plan and design the *magazine front cover* for a new lifestyle magazine aimed at the suggested audience. You can choose the genre or sub-genre.

3. Plan and design the *website homepage* for a new music artist who is not currently signed to a mainstream label, but you will pretend that they are. Source one from Soundcloud (or BBC Music Introducing
4. Plan and design the *theatrical release film poster* for a *new* film aimed at the suggested audience. You can choose the genre or sub-genre.

In order to do this successfully, you will need to do a little bit of research into your chosen text type so that you know the features and layouts of these types of text.

Please bring the completed tasks to our first lesson in September, or email them to me:

Ms J Webb: j.webb@taverhamhigh.org