



**Taverham Sixth Form
Eduqas A-level Media Studies
Preparation for Induction Day**

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](#)

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

A01

Demonstrate knowledge and understanding of:

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

A02

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

A03

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 see below for a wider reading list, followed by tasks to be completed by the July induction day. 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.

Wider Reading List

Textbooks and resources for learners
<p><i>WJEC Eduqas Media Studies for A level Yr. 1 and AS</i> by Christine Bell and Lucas Johnson Published by Illuminate Publishing (2018)</p> <p><i>WJEC Eduqas Media Studies for A level Yr. 2 and A2</i> by Christine Bell and Lucas Johnson Published by Illuminate Publishing (2018)</p> <p><i>WJEC Eduqas Media Studies for A level Yr. 1 and AS: Revision Guide</i> by Christine Bell and Lucas Johnson (2017)</p> <p><i>WJEC Eduqas Media Studies for A level Yr. 2 and A2: Revision Guide</i> by Christine Bell and Lucas Johnson (due November 2020)</p> <p><i>The Media Students' Book</i> by Gill Branston and Roy Stafford. Published by Routledge; 5th edition (27 May 2010) ISBN: 9780415558426</p> <p><i>Media Studies: Text, Production, Context</i> by Paul Long and Tim Wall. Published by Routledge; 2nd edition (27 Jul 2012); ISBN: 9781408269510</p>
<p><i>Narrative and Genre: Key Concepts in Media Studies</i> by Nick Lacey. Published by Palgrave Macmillan (22 Feb 2000); ISBN: 978-0333658727</p> <p><i>Image and Representation: Key Concepts in Media Studies</i> by Nick Lacey. Published by Palgrave Macmillan (15 April 2009); ISBN: 978-0230203358</p> <p><i>Media, Institutions and Audiences: Key Concepts in Media Studies</i> by Nick Lacey. Published by Palgrave Macmillan (7 May 2002); ISBN: 978-0333658703</p>
<p><i>An Introduction to Theories of Popular Culture</i> by Dominic Strinati. Published by Routledge; 2nd edition (26 Feb 2004); ISBN: 0415235006 Covers a lot of theoretical perspectives including Structuralism (Barthes and Levi-Strauss), feminist theory and postmodernism.</p>
<p><i>Media Magazine</i> - published quarterly by The English and Media Centre. Available on subscription only – for institutions or individuals. Covers a range of media issues, theories and texts with articles written by academics, media professionals, teachers and students.</p> <p>English & Media Centre: media magazine</p>

Web-based resources for theories/theoretical approaches
<p>David Gauntlett's website covers a range of theories and theorists with substantial context and links to further articles and interviews</p> <p>Daniel Chandler's website covers a range of theories and theoretical approaches, including:</p> <ul style="list-style-type: none">Cultivation Theory (Gerbner)Semiotics for Beginners (Chandler)Introduction to genre theory <p>Henry Jenkins' blog covers a wide range of media forms – mostly based around fandom</p> <p>Clay Shirky video talk on 'end of audience' at LinkedIn's Brand Connect 12 in New York</p>

Radio

[BBC: who we are](#): information about the BBC/Public Service Broadcasting

[BBC Radio 4 service licence](#): BBC Radio 4's service licence document, covers Radio 4's specific remit

Articles about the launch of *Late Night Woman's Hour*:

[The Guardian](#)

[BBC Radio 4](#)

[The Spectator](#)

The history of *Woman's Hour*:

[History of the BBC](#)

[The Telegraph: Jane Garvey: looks back on 70 years of Woman's Hour](#)

Audience figures for radio from RAJAR: [Rajar: Listening Figures](#)

Websites of regulatory bodies in the UK

[Ofcom](#): television and radio (including video-on-demand services)

[British Board of Film Classification \(BBFC\)](#): film (theatrical and DVD, also digital/streaming), music videos (pilot scheme)

[Independent Press Standards Organisation \(IPSO\)](#): magazines and newspapers

[IMPRESS](#): press regulator

[Advertising Standards Authority \(ASA\)](#): advertising regulation

[Video Standards Council \(VSC\)](#): standards body for video and video games; administrator of PEGI rating system used across Europe

Advertising

[AdAge](#): history of advertising in the USA

[YouTube: the dangerous ways ads see women](#) - Jean Kilbourne (creator of *Killing Us Softly: Advertising's Image of Women* film series) discusses the issue of female body image in advertising and the potential effects that images of unrealistically thin and flawless women can have in society

Television

[National Science and Media Museum](#): various articles and resources related to TV history (e.g. history of TV advertising) and technology. Useful for background information.

[British Film Institute](#): *Screenonline* resource – guide to British TV industry, history, genres etc.

[About the BBC](#)

Preparation for July Induction

You are not expected to have completed all these tasks ready for the July induction days. However, if you want to check anything you are working on then please bring it with you in July.

Task 1

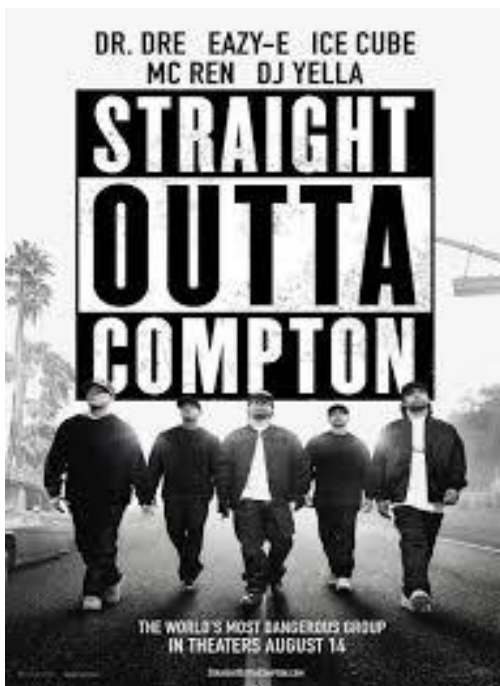
Set Products: Audio Visual (Component 1)

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) 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 below. Who do you think the film is targeted at (consider age, gender, social class, ethnicity)?

Task 2

Set Products: Print (Component 1)

- 1) What do you think the quote below means? To what extent do you agree? (no more than 250 words)

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

- 2) What can you infer from the news articles below? What does it suggest about the writer's viewpoint?

The screenshot displays three news articles side-by-side. On the left is a snippet from **The Guardian** with the headline "Kate, Duchess of Cambridge" and a sub-headline "Kate Middleton's homegrown bouquet of lily of the valley follows royal code". The middle article is from **EXPRESS** with the headline "Royal wedding: How Meghan Markle's flowers may have put Princess Charlotte's life at risk" and a sub-headline "MEGHAN MARKLE married Prince Harry in a stunning ceremony watched by millions in May 2018, but an element of their nuptials may have put their bridesmaids', including Princess Charlotte, lives at risk." The right article is from **MailOnline** with the headline "Not long to go! Pregnant Kate tenderly cradles her baby bump while wrapping up her royal duties ahead of maternity leave - and William confirms she's due 'any minute now'" and a sub-headline "Why can't Meghan Markle keep her hands off her bump? Experts tackle the question that has got the nation talking: Is it pride, vanity, acting - or a new age bonding technique?".

- 3) Research the background of the following newspapers:

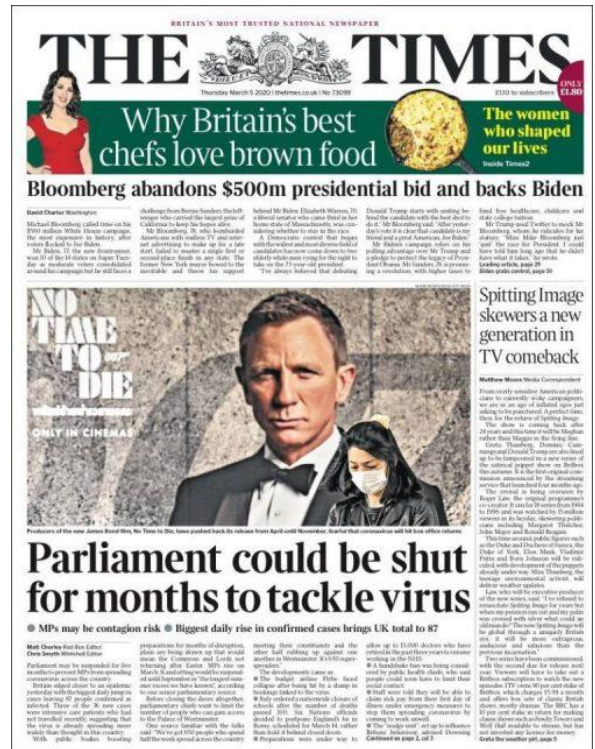
The Times

Daily Mirror

This should include:

- when they started out
- style of journalism (tabloid or broadsheet and what this means)
- circulation (how many copies they sell)
- which company owns the newspaper, their political slant and what kind of audience they target

- 4) a) Compare the two front covers below. They were both published on the same day, Thursday 5 March 2020. Annotate examples of language (hyperbole, puns, emotive language etc.).
- b) How does each cover *represent* the ongoing coronavirus situation? To do this, think about how messages and opinions are conveyed through language and image.



Task 3

Choose two more newspaper front pages (make sure there is one broadsheet and one tabloid newspaper from the same day).

Compare how they each represent an event/person/place.

Task 4

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

Your exam briefs will be released in March 2022 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 let me know if you have any questions:

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