

# A Level Media Studies

Exam board: Eduqas



## Y12 booklet & summer tasks

NAME:

## **Welcome to A Level Media Studies**

You are taking a two year A Level course. This means that the external examinations will all be at the end of the two years. There will be no AS qualification. There will be internal assessments and PPEs during this time to help you learn the curriculum and practise skills such as essay writing.

### **What will you be studying?**

The Eduqas specifications require you to study: **advertising and marketing, video game industry, TV, newspapers and magazines, music videos, radio and film marketing.** You will examine **genre and representation, analysing media language and form.** You will also learn about production and marketing, studying media audiences and industries, considering media contexts. For the specifications, you must apply theory and will answer examination questions on media texts chosen by the examination board.

### **What resources do you need?**

#### Two textbooks:

- WJEC/Eduqas Media Studies for A Level **Year 1 & AS:** Student Book Paperback – 11 Aug. 2017 by Christine Bell (Author), Lucas Johnson (Author)  
**AND**
- WJEC/Eduqas Media Studies for A Level **Year 2 & A2:** Student Book Paperback – 22 Oct. 2018 by Christine Bell (Author), Lucas Johnson (Author)
- Media Theory for A Level: The Essential Revision Guide Paperback – 21 Oct. 2019 by Mark Dixon
- An A3 ringbinder folder with 10+ dividers and your own lined paper/pens/highlighters

### **Will you be producing coursework?**

Yes, you will. The examination board will give us a choice of briefs to choose from. You create a cross-media production, making products such as film marketing campaigns, music videos for new artists, websites etc. You will need to show creativity and technical design skills using photoshop and editing software.

### **Attendance and punctuality**

Due to the nature of the course, it is vital that you attend all lessons and complete coursework promptly. You will not score highly without this commitment. The better grade you gain, the better university you can go to and the more options for the next stage of your life.

You may be learning to drive; you may be working for the first time in a part-time job but have balance right from the beginning of the course. Work hard from the beginning, then you will gain some pleasing results!

## SUMMARY OF ASSESSMENT:

### 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 Online 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 WJEC**, applying knowledge and understanding of the theoretical framework and digital convergence.

This linear qualification will be available for assessment in May/June each year. It will be awarded for the first time in summer 2019.

**Qualification Accreditation Number: 603/1149/6**



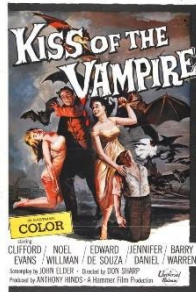
## COMPONENT 1 MEDIA PRODUCTS, AUDIENCES AND INDUSTRIES

### Section A: Media Language and Representation

You will study **set texts** from the following industries: Advertising, Music Video and newspapers

Set Texts:

- Advertising: Tide print advertisement, Kiss of the Vampire film poster, Water Aid TV advert
- Music Video: Beyonce Formation, Vance Joy Riptide
- Newspaper: The Daily Mirror, The Times



### Section B: Understanding Media Industries and Audiences

You will learn about the media industry and how media products target audiences through the study of the following texts:

- Advertising: Tide, Kiss of the Vampire
- Newspaper: The Daily Mirror, The Times
- Videogames: Assassin's Creed Franchise
- Radio: Late Night Woman's Hour
- Film Industry: I, Daniel Blake, Black Panther



## COMPONENT 2 Media Forms and Products in Depth

### Section A: Television in the Global Age

You will explore two TV drama programmes from different countries:

- The Bridge (Sweden/Denmark)
- Life of Mars (UK)

### Section B: Magazines: Mainstream and Alternative Media

You will explore magazines from different time periods that appeal to different audiences:

- Vogue (1965)
- The Big Issue

### Section C: Media in the Online Age

You will explore two contrasting online media products

- Zoella blog
- Attitude online magazine



## COMPONENT 3 NON-EXAMINED ASSESSMENT:

You will be required to produce an individual portfolio of media products to a set brief. Briefs are selected from the following media forms:

- Television
- Advertising and Marketing: Music
- Advertising and Marketing: Film
- Magazines
- Website Production



## Theoretical Framework:

**Media Language:** how the media through their forms, codes, conventions and techniques communicate meanings. This could be analysing camerawork, mise-en-scene, iconography, motifs, colours, sound etc.

**Representation:** how the media portray events, issues, individuals and social groups. We often look in depth at gender, ethnicity, sexuality, societal issues such as sexism/racism/class.

**Media Industries:** how the media industries' processes of production, distribution and circulation affect media forms and platforms. Often we look at economic issues and regulation of these industries.

**Audiences:** how media forms target, reach and address audiences, how audiences interpret and respond to them, and how members of audiences become producers themselves. We look at how we group audiences in demographics and psychographics so they can be targeted by producers.

## **Analysis Toolkit:**

### **Advertising**

#### **Print**

- Codes and conventions
- Layout and design
- Composition
- Images/photographs - camera shot type, angle, focus
- Font size, type of font (e.g. serif/sans serif), colour
- Mise-en-scène – colour, lighting, location, costume/dress, hair/make-up
- Graphics, logos etc.
- Language – slogan/tagline and copy
- Anchorage of images and text
- Elements of narrative

#### **Moving image**

- Codes and conventions
- Camera work – framing, shot types, angle, position, movement
- Editing – pace, type of edits, continuity/montage Structure/narrative
- Sound – music/dialogue/voiceover
- Mise-en-scene – colour, lighting, location, costume/dress, hair/make-up

### **Music video**

- Codes and conventions – performance/narrative/experimental features
- Camera work (framing – shot types, angle, position, movement)
- Editing – beat-matched?
- Elements of continuity/montage
- How does the video interpret the music and/or lyrics?
- Structure/narrative
- Intertextuality
- Sound
- Mise-en-scene – colour, lighting, location, costume/dress, hair/make-up

## **Newspapers**

- Point of view and ideology
- Codes and conventions of news products/newspapers/type of newspaper
- Layout and design
- Composition – positioning of headlines, images, columns, combination of stories
- Images/photographs - camera shot type, angle, focus
- Font size, type of font (e.g. serif/sans serif)
- Mise-en-scène – colour, lighting, location, costume/dress, hair/make-up
- Graphics, logos
- Language – headline, sub-headings, captions
- Copy
- Anchorage of images and text
- Elements of narrative

## **Television**

- Genre codes and conventions
- Genre theory
- Genre fluidity
- Camera work - framing and composition shot types, angle, position, movement
- Lighting and colour
- Editing – pace, type of edits, continuity
- Narrative construction, related to narrative theory
- Sound – dialogue, music
- Mise-en-scene – setting and location, props, costume/dress, hair/make-up

## Magazines

- Codes and conventions – changes over time?
- Layout and design
- Composition - positioning of masthead/headlines, cover lines, images, columns
- Font size, type, colour
- Images/photographs - shot type, angle, focus
- Mise-en-scene – colour, lighting, location, costume/dress, hair/make-up
- Graphics, logos
- Language – headline, sub-headings, captions – mode of address
- Copy
- Anchorage of images and text
- Elements of narrative

## Online media

- Homepage and other pages
- Codes and conventions
- Layout and design
- Composition
- Font size, type of font (e.g. serif/sans serif), colour
- Images/photographs - camera shot type, angle, focus
- Mise-en-scene – colour, lighting, location, costume/dress, hair/make-up
- Graphics, logos
- Language - formal/informal mode of address?
- Anchorage of images and text
- Elements of narrative/structure around the site
- Interactive features
- Menu bar and navigation – structure and design of the site



## **Theories**

Learners will study a wide range of theoretical approaches and theories, including advanced approaches, to inform and support their analysis of media products and processes.

### **Media Language**

- Semiotics, including Roland Barthes
- Narratology, including Tzvetan Todorov
- Genre theory, including Steve Neale
- Structuralism, including Claude Lévi-Strauss
- Postmodernism, including Jean Baudrillard

### **Representation**

- Theories of representation, including Stuart Hall
- Theories of identity, including David Gauntlett
- Feminist theory, including Liesbet van Zoonen
- Feminist theory, including bell hooks
- Theories of gender performativity, including Judith Butler
- Theories around ethnicity and postcolonial theory, including Paul Gilroy

### **Media Industries**

- Power and media industries, including Curran and Seaton
- Regulation, including Livingstone and Lunt
- Cultural industries, including David Hesmondhalgh

### **Audiences**

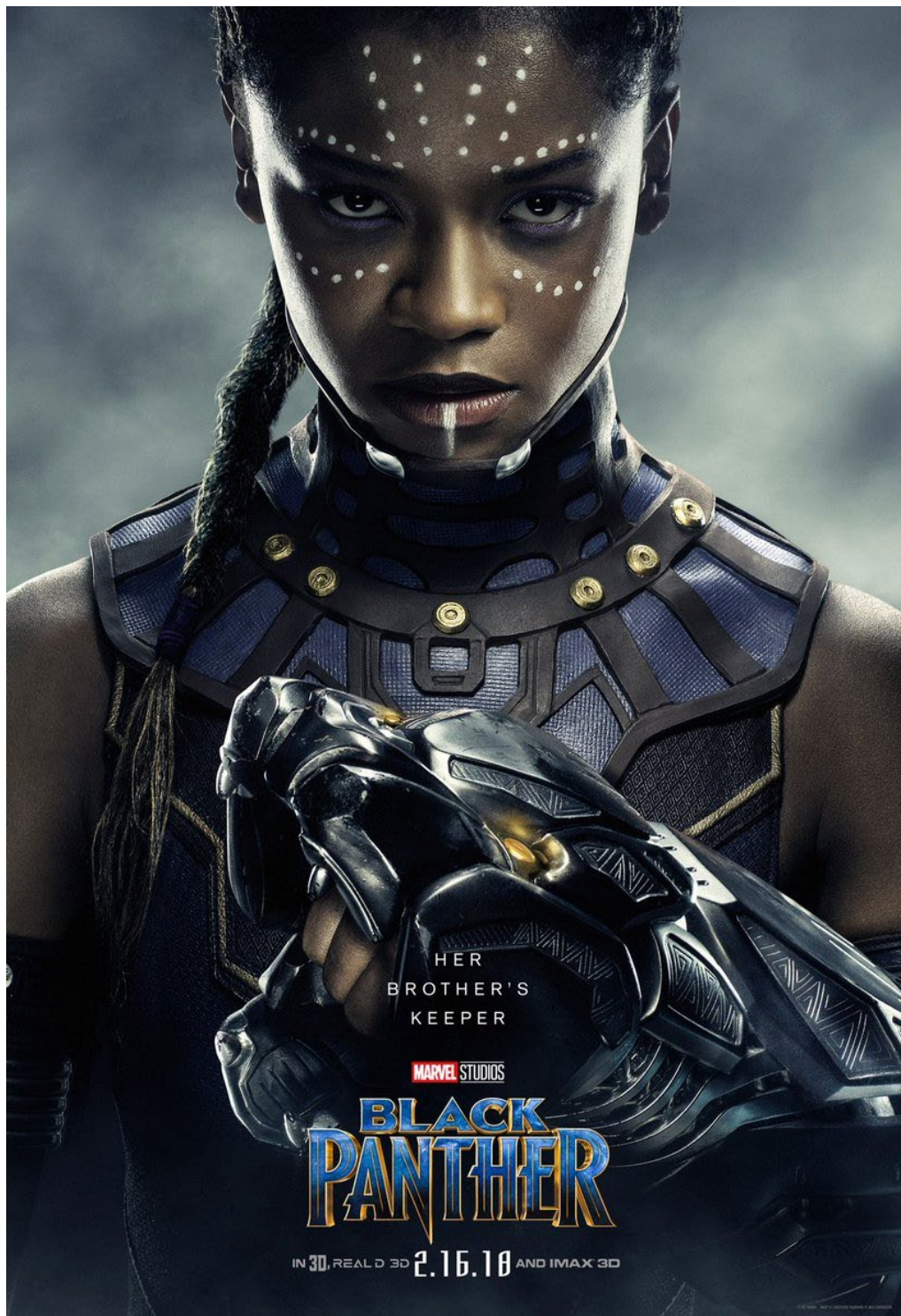
- Media effects, including Albert Bandura
- Cultivation theory, including George Gerbner
- Reception theory, including Stuart Hall
- Fandom, including Henry Jenkins
- ‘End of audience’ theories -Clay Shirky.

**Choose one theorist from each above section and research what their main theory is about. Try to create x1 slide of a powerpoint explaining their views and applying it to a media text you enjoy.**

## Summer assignments:

**TASK ONE:** Over the Summer holidays, annotate the film poster in detail. You must use appropriate terminology and media language. Then **produce a piece of writing (x2 paragraphs)** that analyses how the film poster **markets** the film. **Consider:** What is it communicating about the film?

- How does it represent the character? Think about costume codes, shot, body language etc
- Who is it targeting? What audience is being appealed to?
- What expertise is being promoted? (e.g. who is the director?)
- What film genre is being promoted? **Type up your analysis.**



**TASK TWO:** Analyse the music video for Dream by Dizee Rascal and analyse how it has been constructed. In your analysis, consider:

<https://www.youtube.com/watch?v=2AAhc4auA7A>

- What are the messages of the music video?
- Who is it targeting?
- What **representations** are being created?
- How is the image of the artist /s being promoted?



**Again – type up your analysis and ensure that you save your documents in case you are asked to re-draft them.**

**Hand your Summer assignments in to your first Media Studies lesson.**