

Year 12 Media Studies

Subject Title	GCE A Level Media Studies
Exam board	OCR
Specification code	H409
Exam details	2x90 minute papers Paper 1: Media Messages Paper 2: Evolving Media Coursework: Production of 2 media products
Setting arrangements	Students are not set
Time allowed	11 lessons per fortnight
Link to the Toolkit:	
Textbooks and revision guides	Faculty produced resources -OCR A Level Media Studies Student Guide 1: Media Messages by Louisa Cunningham -OCR A Level Media Studies Student Guide 2: Evolving Media by Jason Mazzocchi
Homework information	Research and analysis of media texts and theory as well as independent preparation and production work for coursework portfolio.

Term	Topics	Skills	Assessment
1	<p>Media Media Messages <u>Introduction to Media Language</u></p> <p>Key vocabulary</p> <ul style="list-style-type: none"> • Media institutions • Genre • Form • Conventions • Audience • Representations/ Stereotypes 	<p>Students develop key skills of analysis and research of media concepts including audience, genre, narrative, institution and theory.</p> <p>They will learn to understand how meaning is created in media texts and how it is designed to appeal to specific audiences; they will understand conventions of genre and how narrative is</p>	<p>Throughout the course students will build a blog which will be their resource of notes for each topic for their exam preparation.</p> <p>They will receive feedback on various research and analysis tasks they produce here as well as the examples</p>

	<ul style="list-style-type: none"> ● Semiotic theory <p><u>Advertising</u></p> <ul style="list-style-type: none"> ● Introduction to advertising institutions ● Exploring advertising theory – hard sell vs soft sell. ● Exploring print-based advertising and its’ role in the contemporary world ● Focus on representation; how different groups (e.g gender, race, class) are represented in the adverts. ● Explore 3 case studies for the exam: ● Start with ‘Old Spice’; explore racial/gender representations ● ‘Shelter’ – class/economic divisions ● ‘Lucozade’ – masculinity. 	<p>constructed in a variety of texts; there will be an introduction to the idea of media texts as products of institutions.</p> <p>In this part of the course students will develop skills to deconstruct advertising texts in line with the course criteria; they will learn how to deconstruct the media messages in adverts.</p> <p>They will be able to analyse and deconstruct messages around race, gender and class in relation to audience, representation, narrative, genre and institution.</p> <p>They will learn key terminology around visual media taking in composition, intertextuality, mise en scene, image editing, colour and positioning.</p> <p>They will learn about use and choice of language in advertising.</p> <p>They will learn production techniques in producing their own adverts.</p>	<p>of production work they create.</p> <p>They will produce at least 2 full exam style responses for each topic which will be assessed to exam criteria.</p>
2	<p><u>Music Video</u></p> <ul style="list-style-type: none"> ● Begin by developing an understanding of the role/purpose of the music video. ● ‘Star Theory’ and using music video to establish artist identity ● History of music videos; what, where, when and why? ● Music videos as a medium for conveying political/social messages (e.g <i>Formation</i> by 	<p>In this part of the course students will develop skills to deconstruct music video texts in line with the course criteria and understand the media messages in music video.</p> <p>They will be able to analyse and deconstruct messages around race, gender and class in relation to audience, representation, narrative, genre and institution.</p>	<p>Throughout the course students will build a blog which will be their resource of notes for each topic for their exam preparation.</p> <p>They will receive feedback on various research and analysis tasks they produce here as well as the examples of production work they create.</p>

	<p>Beyonce, <i>This is America</i> by Childish Gambino)</p> <ul style="list-style-type: none"> ● Moving into case studies from list: <i>Heaven</i> by Emeli Sande OR <i>Stop Where You Are</i> by Corinne Bailey Rae AND <i>Titanium</i> by David Guetta/Sia. <p><u>Magazines/The Big Issue</u></p> <ul style="list-style-type: none"> ● Explore the purpose of print magazines ● Evaluate the relevancy of print media in contemporary society ● Explore the context of 'The Big Issue' – purpose and ethos of the organisations ● Analyse two covers, from recent issues as case studies. 	<p>They will learn key terminology around moving image media taking in cinematography, editing, intertextuality, composition, mise en scene, colour and positioning.</p> <p>They will learn about conventions of genre in terms of music and music video.</p> <p>In this part of the course students will develop skills to deconstruct magazine texts in line with the course criteria- building on the analysis of visual print media developed in the advertising topic; they will learn further how to deconstruct the media messages in magazines.</p> <p>They will be able to analyse and deconstruct messages around race, gender and class in relation to audience, representation, narrative, genre and institution.</p> <p>They will learn key terminology around visual media taking in composition, intertextuality, mise en scene, image editing, colour and positioning.</p> <p>They will learn about use and choice of language in magazine covers.</p> <p>They will build up a body of research on publishing institutions including the Big Issue.</p> <p>They will learn production techniques in producing their own magazine covers</p>	<p>They will produce at least 2 full exam style responses for each topic which will be assessed to exam criteria.</p>
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<p>3</p>	<p>Evolving Media <u>Radio 1</u> Introduction to radio specific media language</p> <ul style="list-style-type: none"> ● Exploration of media institutions, specifically the BBC. ● Analysis of the role of the public service broadcaster (distinctive output vs commercial output) ● Study of full episode of 'Greg James Breakfast Show', including a range of British music and content ● Analysis of the components/features of the show and how these link to the BBC's obligation as a PSB to 'educate, entertain and inform'. 	<p>In this part of the course students will prepare for the second paper: Evolving Media.</p> <p>They will learn to understand how media landscapes have evolved- particularly since the digital revolution.</p> <p>In analysing the Radio Breakfast Show they will learn about the role of the BBC as a PSB and the pressures it faces.</p> <p>They will learn how to analyse and explain how an institution fulfills a PSB remit and how it reaches its target audience in an increasingly complex marketplace.</p> <p>They will understand the different elements of a radio show and be able to analyse them for meaning.</p> <p>They will learn how to produce a segment of a radio show.</p>	<p>Throughout the course students will build a blog which will be their resource of notes for each topic for their exam preparation.</p> <p>They will receive feedback on various research and analysis tasks they produce here as well as the examples of production work they create.</p> <p>They will produce at least 2 full exam style responses for each topic which will be assessed to exam criteria.</p>
<p>4</p>	<p><u>Minecraft</u></p> <ul style="list-style-type: none"> ● Exploring the indie game market in relation to media industries and audience ● Investigating Microsoft – economic and social context. ● Study of the video game; conventions, player role, mechanics of game play ● Exploring how the producers have engaged their target audience. 	<p>They will further learn to understand how media landscapes have evolved- particularly since the digital revolution.</p> <p>They will learn to analyse the rise of Minecraft and particularly how internet connectivity impacted on production, distribution and consumption of the game.</p> <p>They will learn about how the media landscape allows users to be part of a community of users and how the internet has fostered multiple ways to interact with a product.</p>	<p>Throughout the course students will build a blog which will be their resource of notes for each topic for their exam preparation.</p> <p>They will receive feedback on various research and analysis tasks they produce here as well as the examples of production work they create.</p> <p>They will produce at least 2 full exam style responses for each topic</p>

			which will be assessed to exam criteria.
5	<p><u>Jungle Book (1967/2016)</u></p> <ul style="list-style-type: none"> ● Exploring and comparison of social economic and cultural contexts of 1967/2016 USA. ● Economic context of the film industry, with a specific focus on Hollywood. ● Students study how 2016 version was commercially received after distribution and circulation. ● Students compare this with the 1967 version, one of the most successful films of all time. ● Exploration of the development of Hollywood as a result of technology changes which have affected distribution. <p><u>Mock Exam Preparation</u></p>	<p>They will further learn to understand how media landscapes have evolved- particularly since the digital revolution.</p> <p>Students will analyse how the 2 films have been produced, distributed and exhibited and how the changes in the film industry are exemplified.</p> <p>They will develop an understanding of Disney's place in the film industry and how conglomerates dominate and shape the marketplace.</p> <p>They will understand how digital media has impacted the process of film making and distribution.</p>	<p>Throughout the course students will build a blog which will be their resource of notes for each topic for their exam preparation.</p> <p>They will receive feedback on various research and analysis tasks they produce here as well as the examples of production work they create.</p> <p>They will produce at least 2 full exam style responses for each topic</p>
6	<p><u>Coursework NEA Component</u></p> <p>Students must produce:</p> <ul style="list-style-type: none"> ● Research into a chosen media product consisting of analysis of conventions of media texts ● Either a: radio broadcast; a music video; a magazine; a short film or opening credit sequence 	<p>Students will learn the required production skills to produce their chosen products incorporating as required- photography, copy writing, sound recording and editing, film making and editing.</p> <p>All students will learn the skills to produce a website, probably on the Wix platform</p>	<p>The coursework portfolio will be assessed internally to OCR criteria and will constitute 30% of the final mark. 25 marks are available for the moving image, audio or print product.</p> <p>25 marks are available for the website product</p>

	<ul style="list-style-type: none"> • An accompanying website for the above product • Students will learn use of desktop publishing, website construction, photography, voice recording and sound editing, film making as required. 	<p>unless they choose otherwise.</p>	<p>10 marks are available for the links and consistency of branding established between the 2 products.</p> <p>A sample of coursework will be assessed by an external examiner.</p>
<p>Links to websites and revision materials:</p>			