

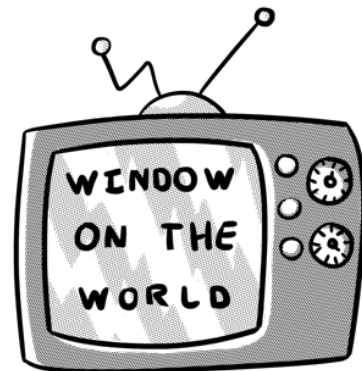
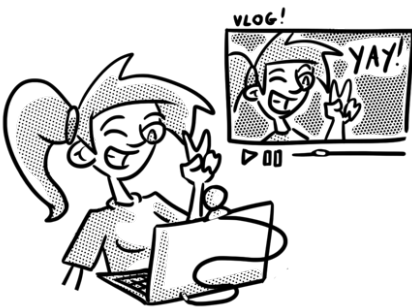


Countesthorpe Leysland
Community College

A Level Media Studies

Summer workbook

Select and complete **two** of the four activities available within this booklet.



Name:

A-Level Media Studies

Welcome to A-Level Media Studies, you'll find there are plenty of areas that will be familiar to you if you studied the subject at GCSE level, however you'll also find there are lots of new ideas and concepts that you will not have covered. Don't be alarmed though if you've never studied Media before they'll be introduced to you and guided through the foundations on which the course is built.

KS5 Media Studies is underpinned by four KEY CONCEPTS, these are:

- **Media Language**
- **Representation**
- **Audience**
- **Media Industries**

You will be expected to read around each of the topics you study and form your own opinions and views on these. It is not enough to regurgitate what your teacher tells you in your lessons, you will need to form your own views and opinions alongside these.

What makes a successful student at A-Level?

The one thing that the majority of students who achieve highly at the end of the course have in common is that they're independent learners who have a desire to expand their own knowledge and understanding of the topics covered in class.

Why study Media Studies?

- Comprehensive and integrated coverage of media theory and practise
- Focus on new technologies
- Covers audiences as both producers and consumers of media texts
- Opportunities for you to investigate what interests you.
- Choice of cross-media studies.
- Emphasis on contemporary issues and debates
- You'll be working independently and advance your skills to be a self-sufficient learner in preparation for further study at University or other career avenues.
- Develop a range of transferable skills.

Recommended reading:

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

My Revision Notes: OCR A Level Media Studies by Michael Rogers



Specification overview

Learner take all Components 1, 2 and 3 to be awarded the OCR A Level in Media Studies.

Content Overview	Assessment Overview	
<p>Section A: News and Online Media</p> <p>This section consists of two linked in-depth studies that focus on contemporary news in the UK, requiring learners to explore how and why newspapers and their online counterparts are evolving as media products and the relationship between both online and offline news. Learners must select from a list set by OCR.</p> <p>Section B: Media Language and Representation</p> <p>Learners will explore media language and representation through media products set by OCR in the following media forms:</p> <ul style="list-style-type: none"> • magazines • advertising and marketing and • music videos 	<p>Media messages (Paper 1)</p> <p>70 marks</p> <p>2 hours</p> <p>Written paper</p>	<p>35% of total A level</p>
<p>Section A: Media Industries and Audiences</p> <p>Learners will explore media industries and audiences through media products set by OCR for:</p> <ul style="list-style-type: none"> • Radio • Video games • Film* <p>*Film to be studies in relation to media industry only</p> <p>Section B: Long Form Television Drama</p> <p>Learners will engage in one in-depth study of television as an evolving, global media form. Learners must study one complete episode of a contemporary English language long form TV drama and one complete episode of a non-English language long form TV drama to inform their study. Learners must select from lists set by OCR.</p>	<p>Evolving media (Paper 2)</p> <p>70 marks</p> <p>2 hours</p> <p>Written paper</p>	<p>35% of total A level</p>
<p>Learners will create a cross-media product in response to an OCR set brief.</p> <p>A range of briefs are set and learners can choose based on their own knowledge and interests.</p>	<p>Making media (03)</p> <p>60 marks</p> <p>NEA</p>	<p>30% of total A Level</p>

Current choice of set texts

Media form	Set product	Area to be studied	To be studied in										
Film	The Jungle Book (1967) AND The Jungle Book (2016)	<ul style="list-style-type: none">Media industriesEconomic and historical contexts	<i>Paper 2: Evolving Media Section A</i>										
Advertising and marketing	Poster advertisements for: <i>Old Spice</i> (male grooming product), <i>Lucozade</i> (soft drink), <i>Shelter</i> (charity).	<ul style="list-style-type: none">Media languageMedia representationsSocial and cultural contexts	Paper 1: Media Messages Section B										
Radio	One complete episode of The <i>BBC Radio One Breakfast Show</i>	<ul style="list-style-type: none">Media industriesMedia AudiencesEconomic, political and cultural contexts	Paper 2: Evolving Media Section A										
Magazines	Two front covers of The Big Issue	<ul style="list-style-type: none">Media languageMedia representationsSocial, cultural and politic contexts	Paper 1: Media Messages Section B										
Video games	<i>Minecraft</i>	<ul style="list-style-type: none">Media industriesMedia audiencesEconomic and social contexts	Paper 2: Evolving Media Section A										
Music video	Two music videos from the following: one from List A and one from List B <table><tr><th>List A</th><th>List B</th></tr><tr><td>Corinne Bailey Rae – Stop Where You Are</td><td>Fatboy Slim – Ya Mama</td></tr><tr><td>Massive Attack – Unfinished Sympathy</td><td>Radiohead – Burn the Witch</td></tr><tr><td>Emeli Sandé - Heaven</td><td>David Guetta - Titanium</td></tr></table>	List A	List B	Corinne Bailey Rae – Stop Where You Are	Fatboy Slim – Ya Mama	Massive Attack – Unfinished Sympathy	Radiohead – Burn the Witch	Emeli Sandé - Heaven	David Guetta - Titanium	<ul style="list-style-type: none">Media languageMedia representationSocial and cultural contexts	Paper 1: Media Messages Section B		
List A	List B												
Corinne Bailey Rae – Stop Where You Are	Fatboy Slim – Ya Mama												
Massive Attack – Unfinished Sympathy	Radiohead – Burn the Witch												
Emeli Sandé - Heaven	David Guetta - Titanium												
Television	Two complete episodes from the following long form TV dramas: one from List A and one from List B . <table><tr><th>One from List A (English Language)</th><th>One from List B (non- English language)</th></tr><tr><td><i>Mr Robot</i></td><td><i>The Killing</i></td></tr><tr><td><i>House of Cards</i></td><td><i>Borgen</i></td></tr><tr><td><i>Homeland</i></td><td><i>Trapped</i></td></tr><tr><td><i>Stranger Things</i></td><td><i>Deutschland 83</i></td></tr></table>	One from List A (English Language)	One from List B (non- English language)	<i>Mr Robot</i>	<i>The Killing</i>	<i>House of Cards</i>	<i>Borgen</i>	<i>Homeland</i>	<i>Trapped</i>	<i>Stranger Things</i>	<i>Deutschland 83</i>	All areas: <ul style="list-style-type: none">Media languageMedia representationMedia industriesMedia audiencesContexts	Paper 2: Evolving Media Section B
One from List A (English Language)	One from List B (non- English language)												
<i>Mr Robot</i>	<i>The Killing</i>												
<i>House of Cards</i>	<i>Borgen</i>												
<i>Homeland</i>	<i>Trapped</i>												
<i>Stranger Things</i>	<i>Deutschland 83</i>												
Newspapers	Two front covers from the <i>Daily Mail</i> and Two front covers from <i>The Guardian</i> AND One complete edition of the <i>Daily Mail</i> and One complete edition of <i>The Guardian</i> .	All areas: <ul style="list-style-type: none">Media languageMedia representationMedia industriesMedia audiencesContexts	Paper 1: Media messages Section A										
Online, social and participatory media	The <i>Mail Online</i> and <i>The Guardian</i> websites (media industries and audiences) AND At least two articles from the <i>Mail Online</i> website and at least two articles from <i>The Guardian</i> websites (media language and representation) plus relevant Facebook, Twitter and Instagram feeds from each news organisation.	All areas: <ul style="list-style-type: none">Media languageMedia representationMedia industriesMedia audiences#Contexts	Paper 1: Media messages Section A										

Task One – Technology and communication

See the whole history of human communication in four minutes by watching this video:

<https://www.youtube.com/watch?v=wJkfKE-sZDg>

Write down what you think are the top four biggest leaps in the evolution of the media and explain your choices. Please use the notes in the back if more space needed.

1.

2.

3.

4.

Task Two – Know your terms!

A glossary of Media Studies terms can be found at: <https://brianair.wordpress.com/film-theory/glossary-of-mediaterminology/>



See how many you can learn in time for September and create a quiz for others with 10 questions for different media terms. Quizzes can include multiple-choice questions, complete the sentence, visual clues etc. You can use any format you wish to complete the task e.g. Word, Publisher, Prezi, PowerPoint, Kahoot.

Question planning:

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Here's an easy one:



Image – a visual representation of something

Task Three – Analysing the Representation of Gender in Advertising

Representation (noun):

The way in which the media portrays issues, events, people and places to an audience.

Choose any **two adverts** that represent (show/ portray) gender in contrasting or different ways. For each advert you should explore the following points:

1. Who are the target audience for the text? How do you know?
2. What assumptions about the audience and their beliefs are suggested within the text?
3. How are audiences likely to respond to this text? Could they respond in different ways?
4. Why has the representation of gender been constructed in the way it has? How does it work to sell the product being advertised?
5. Are there any different readings of the text? Could different audiences get different messages
6. In your opinion, is the representation or portrayal of gender positive or negative? Explain why you think is the case.
7. What impact do you think these two representations might have on an audience, and society in general? E.g. to inform, promote, change society's belief on...



Task Three – Analysing the Representation of Gender in Advertising (Advert 1)

1. Who are the target audience for the text? How do you know?

3. How are audiences likely to respond to this text? Could they respond in different ways?

7. What impact do you think these two representations might have on an audience, and society in general?

2. What ideas about the audience and their beliefs are suggested within the advert?

4. Why has the representation of gender been constructed in the way it has? How does it work to sell the product being advertised?

5. Are there any different readings of the text? Could different audiences get different messages

6. In your opinion, is the representation or portrayal of gender positive or negative? Explain why you think is the case.

Task Three – Analysing the Representation of Gender in Advertising (Advert 2)

2. Who are the target audience for the text? How do you know?

4. How are audiences likely to respond to this text? Could they respond in different ways?

7. What impact do you think these two representations might have on an audience, and society in general?

3. What ideas about the audience and their beliefs are suggested within the advert?

4. Why has the representation of gender been constructed in the way it has? How does it work to sell the product being advertised?

5. Are there any different readings of the text? Could different audiences get different messages

6. In your opinion, is the representation or portrayal of gender positive or negative? Explain why you think is the case.

Your choice of adverts

Place an image of each advert you chose to analyse in here.

Advert 1

Advert 2

Task Four – Long Form Television Drama

As part of the Media Studies A level, you will be studying the way in which genre conventions are evident and used within your set texts.

Conventions are things that are typical or what an audience expect to see.

For example: Conventions of Rom Com films

A girl and the guy always get together in the end, there's always a fight where they break up or one gets jealous, candlelight, romance, weddings, red and pink colouring, flowers, beach and city settings, actors such as Sandra Bullock.

- Using www.google.co.uk as a starting point and watching some clips or episodes complete a small-scale research activity to find out as much as you can about the conventions of long form TV Drama.

Ensure you look into:

1. Type of narrative storylines – what do they usually include or are about?
2. What characters and character types do you see? Are they male or female?
3. How different media language elements have been used:
 - camerawork
 - sound – music, sound effects, dialogue tone.
 - mise-en-scène – settings, props, colours, lighting, costume/ hair/ make-up, choice of actor.
4. What sub genres or themes do you see within TV Long Form Drama?
5. Examples of successful long form TV dramas.
6. Why audience's like Long Form TV Drama?
7. How can audience's watch TV Dramas – technology?
8. Who are the key producers and distributors of long form drama?

You should watch at least **one episode** from **two different Long Form TV Dramas**. Some examples of long Form TV Drama are below but you can watch any others within the genre you prefer. Some ways you can access them are via BBC iplayer, 4OD, ITV player, Netflix, Amazon Prime, Now TV, Sky and the traditional DVD box set

Please ensure you are watching the appropriate certificate for each episode (15) as some vary between 15 and 18. We are not able to permit you to watch an 18 TV Drama episode if you're under 18 years of age. Generally, the first episode within each series is a 15 if it's an 18 overall.

Mr Robot	Orange is the new black	Band of Brothers	Sons of Anarchy
Homeland	Game of Thrones	Taboo	Call the Midwife
The Killing	Trapped	24	The Crown
Deutschland 83	Sherlock	The West Wing	Mad Men
Deutschland 86	Downton Abbey	The Good Wife	13 Reasons Why
Borgen	Vikings	Arrow	Prison Break
House of Cards	The Marvellous Mrs Maisel	Merlin	The Americans
Stranger Things			

**TV Drama
convention**

Name of TV Drama and episode viewed:

Type of narrative storylines – what do they usually include or are about?	What characters and character types do you see? Are they male or female?	Cameras work
sound – music, sound effects, dialogue tone.	mise-en-scène – settings, props, colours, lighting, costume/ hair/ make-up, choice of actor.	What sub genres or themes do you see within TV Long Form Drama?
Examples of successful long form TV dramas. Who are the key producers and distributors of long form drama?	Why do audience's like Long Form TV Drama?	How can audience's watch TV Dramas – technology?

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Examples of successful long form TV dramas. Who are the key producers and distributors of long form drama?	Why do audience's like Long Form TV Drama?	How can audience's watch TV Dramas – technology?

Notes page

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