

Media Studies GCSE

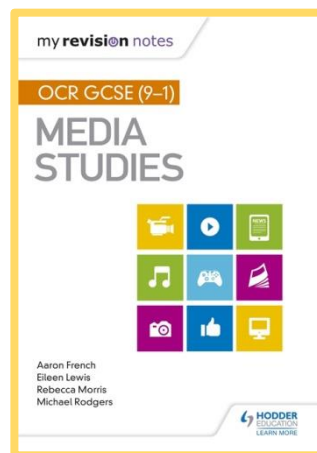
Revision Guide for Year 11 Mock Exams, December 2020

Students will have TWO mock exam papers for Media Studies (the full GCSE assessment is also two exam papers), one of which will just be a part paper, as we still have 1 topic (News) to cover:

Component 1: TV & Promoting Media

Component 2: Music (& News)

The exam board is OCR, and I strongly recommend this **Hodder Education revision guide** that I have shown students previously. Please do get hold of a copy now, because students will definitely need it to revise for their final GCSE. It's available for £9.99 from Waterstones <https://www.waterstones.com/book/my-revision-notes-ocr-gcse-9-1-media-studies/aaron-french/eileen-lewis/9781510429208>



The revision guide has full **information**, **test questions** and **sample answers** for every topic.

Topics covered	What can a student do to prepare?	How can a parent / carer help?
<p>Component 1: TV & Promoting Media</p> <p>Set products for TV:</p> <ul style="list-style-type: none"> - Cuffs (episode 1) - The Avengers (Series 4, episode 1 'The Town of No Return') <p><i>The paper is weighted towards the TV topic (more marks than Lego Movie)</i></p> <p>Set products for Promoting Media:</p> <ul style="list-style-type: none"> - Lego Movie - Posters - ITV ad break trailer - videogame 	<p>TV (<i>Revision guide pages 8-42</i>)</p> <p>a) <u>Media Language</u>: Watch both episodes again and practice making notes on media language (camerawork, mise en scene, sound, editing) for short sequences</p> <p>b) <u>Industry</u>: See pages 19-22. Revise your knowledge of the broadcaster – production, ownership, regulation (inc Public Services remit) and revenue issues.</p> <p>c) <u>Audience</u>: See pages 22-26. How does each TV show appeal to different parts of the TV-watching audience – both now and in 1965 for The Avengers? You must be able to refer to the Uses & Gratifications Theory. What does the scheduled broadcast times/channels tell us about audience viewing habits, etc?</p> <p>d) Notice the <u>representations</u>. Are stereotypes used? Are any social groups under-represented (missing)? What messages and values are conveyed? How do the characters and storylines represent issues such as:</p> <ul style="list-style-type: none"> • Gender/sexuality • Multiculturalism / national identity • Celebrity culture • Social / political / historical contexts <p>e) <u>Social / historical / cultural contexts</u>. See pages 29-42. To answer confidently on Representations, you need a thorough knowledge of 1960s culture, UK life, etc. And also to think carefully about 2015 in</p>	<p>TV:</p> <p>Watch Cuffs (ideally several episodes) and The Avengers with them – discuss themes, characters, storylines, etc.</p> <p>Test the student on character names.</p> <p>Share your knowledge of social contexts, especially 1960s.</p>

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	comparison to discuss Cuffs.	
	<p>Promoting Media (<i>Revision guide pages 43-67</i>)</p> <p>e) <u>Media Language</u>: analyse the posters (colours, images, text, slogan, background, mise en scene...) and the ITV trailer (camerawork, mise en scene, sound, editing)</p> <p>f) Notice the <u>representations</u> that are used in the Lego Movie promotional materials. Look at gender, ethnicity, age, place... Are stereotypes used? Are any social groups under-represented? What messages and values are conveyed?</p> <p>g) What are the uses and gratifications that people get from playing the Videogame?</p>	<p>Promoting Media: Test the student on industry details – use the Revision Guide for information.</p>

Component 2: Music	What can a student do to prepare?	How can a parent / carer help?
<p>Topics:</p> <ul style="list-style-type: none"> - magazines - radio - music videos <p>Set products:</p> <ul style="list-style-type: none"> - Mojo - Radio 1 Live Lounge - Teenage Dirtbag and Sk8ter Boi 	<p>Magazines - set product <i>Mojo</i> (<i>Revision guide pages 81-93</i>)</p> <p>a) Read a copy of <i>Mojo</i>, making notes on <u>media language</u> (design codes, main image, background, font styles, etc), <u>representations</u> (gender, age, ethnicity, ideas and events), how it appeals to the target <u>audience</u> (Dave!), and its use of advertising and other ways of raising revenue.</p> <p>b) Learn all the terms for media language on the front cover (buzz words, puff, anchor text, etc)</p> <p>c) Look up other music magazines (online) for genres like pop, reggae, classical, folk: analyse the media language used, appeal to target <u>audience</u>, and consider how it creates different representations of men/women, rock/classical music, etc.</p> <p>d) <u>Industry</u>. Learn the key facts from your work book – eg who are Bauer Media and IPSO? What are the difficulties facing the print magazine industry in the last 5-10 years?</p>	<p>Magazines</p> <p>a) Buy a copy of Mojo magazine</p> <p>b) Help them understand the older rock stars and what their music is like, why they were/are popular, etc.</p> <p>c) Test them on the terminology.</p> <p>d) Help them find varied genre music mags</p>
	<p>Radio 1 Live Lounge (<i>Revision guide pages 71-75</i>)</p> <p>a) Listen to a full episode of Clara Amfo’s Live Lounge. Watch clips on YouTube or the BBC iPlayer / Sounds App. Make notes on how it appeals to the <u>audience</u>.</p> <p>b) <u>Industry</u> knowledge: revise your notes about the BBC compared to commercial radio and be sure to know Radio 1’s Public Service Broadcaster remit.</p>	<p>Radio</p> <p>A) Show them BBC Sounds app if they don’t know it</p> <p>B) Listen to Live Lounge with them.</p> <p>C) Test them on the</p>

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	<p>c) Think about the change to 'visual radio' and the impact of digital technologies and 'on demand' listening. Eg, what are the changes in last 10 years? How does it increase the audience? How does Radio 1 Live Lounge use YouTube?</p>	<p>key facts and terms on p72-73</p>
	<p>Music Videos (<i>Revision guide pages 70 and 75-81</i>)</p> <p>a) Watch both the videos several times (Teenage Dirtbag and Sk8er Boi). Make detailed notes on every aspect of <u>media language</u> (locations, narrative, costume, props, camerawork, editing, etc) and the meaning created.</p> <p>b) Go through your work book notes on <u>representations</u> and appeal to <u>audience</u>. Make sure you're clear on how the bands are using the video to represent themselves. Consider any stereotypes used and genre codes for the style of music.</p>	<p>Music Videos</p> <p>Test them on the media language used in the videos.</p>