

Name -

Media Studies GCSE

Induction Pack



Induction Pack

Introduction

This pack contains a programme of activities and resources to prepare you to start your GCSEs in September. It is aimed to be used throughout the remainder of the Summer term and over the Summer Holidays to ensure you are ready to start your course in September. **You should bring your completed pack/tasks with you to your first lesson in September.**

1. Theoretical Framework
2. Contextual Development
3. What is Media?
4. Component 1: Exploring the Media
 - a. Component Outline
5. Component 2: Understanding Media Forms and Products
 - a. Component Outline
6. Media Language
7. Cinematography
8. Semiotics
9. Layout & Design
10. Representation

Theoretical Framework

Theoretical Framework	Mandatory Task	Completed (Tick)
Media Language	Essay Question - Textual Analysis – Armani Code	
Representation	Stereotypes – conform or subvert?	

Contextual Development

The above tasks are key to the understanding and assessment of the subject throughout your GCSE. It is a proven fact that students who are keen followers of media of all types away from lessons do better in exams. Being able to bring a wider knowledge of the media and examples into lessons is a key advantage. Use the tasks below to help you gain some further insight that could be used in the course.

Development Topic	Completed (Tick)
Wider Reading	
Wider 'Watching' Mrs Hunnisett Recommends...	
Media Theorists	

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Welcome to GCSE Media

Media studies is a vital part of society. Media is all around us and the media is becoming more prevalent in the workplace so I cannot stress how important the content of this subject is. Whatever job or career you go into in the future it will have some involvement with the media and we must consider how the media operate in order to understand its power in the world we live in.

What is the media? Day one of year 10 I will ask you this question. No doubt throughout this booklet you will have a good sense of what it is but before you begin please write down your thoughts or a definition in the space below.

What is the media?

Media Studies is assessed over three key elements. Two exams and one practical. We stress the emphasis on the examined units as they are worth 70% of the course. They will test your knowledge of the media theoretical framework across a series of 'set products'. These set products must be known inside out to succeed and it is worth watching, researching or engaging with these products now so you are familiar with them when we come to study them. Watching TV as homework? Can't be bad?! Use the table below to see the set products and begin your research into each one. This can be as simple as watching, listening or reading to familiarise yourself with the content. Further details are available on pages 7-8 of the spec <https://www.ocr.org.uk/Images/316659-specification-accredited-gcse-media-studies-j200.pdf>

Exam 1	
Magazine Front Covers - (Vogue (July 2021) & GQ (August 2019))	
Film Posters - Marketing (Poster - The Man with the Golden Gun (1974) & Poster - No Time to Die)	
Newspaper front pages - (The Guardian (18 January 2022) & The Sun (01 January 2021))	
Print Advertisements - (Quality Street (1956) & This Girl Can (2015))	
Radio - The Archers http://www.bbc.co.uk/programmes/b006qpqr	
Video Games - Fortnite (2017)	

http://www.epicgames.com/fortnite/en-US/home	
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Exam 2	
Option 1: Luther, Series 1, Episode 1 (2010, cert. 15) • Original broadcaster: BBC	
The opening ten minutes from: The Sweeney, Series 1, Episode 1 (1975, cert. 15) • Original broadcaster: ITV	
<p>Music video - Contemporary music videos Either</p> <p>-Lizzo, Good as Hell* (2019) https://www.youtube.com/watch?v=vuq-VAiW9kw</p> <p>or</p> <p>-Taylor Swift, Bad Blood (2014) https://www.youtube.com/watch?v=Qcly9NiNbm0</p> <p>AND</p> <p>-Bruno Mars, Uptown Funk (2014) https://www.youtube.com/watch?v=OPf0YbXqDm0</p> <p>or</p> <p>-Justin Bieber, Intentions (2020) https://www.youtube.com/watch?v=3AyMjyHu1bA</p>	
<p>Music videos from the 1980s and early 1990s Either</p> <p>-Duran Duran, Rio (1982) https://www.youtube.com/watch?v=nTizYn3-QN0</p> <p>or</p> <p>-TLC, Waterfalls (1995) https://www.youtube.com/watch?v=8WEtxJ4-sh4</p>	
<p>Online media Websites Either https://www.lizomusic.com/</p> <p>or http://taylorswift.com/</p> <p>AND</p> <p>Either http://www.brunomars.com/ or https://www.justinbiebermusic.com/</p>	

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Media Language

Media language is the key starting point for studying media studies. It is the way the media communicates with the audience. This can of course be verbal but also non-verbal in a large number of cases. Facial expressions, colour, clothing, lighting, camera angles, body language all communicate meaning and it is up to us studying media to try and understand the meaning being communicated by what we see. Before we look at some examples take a look at some of the key words in this area of the theoretical framework.

Research the meaning of each word and write the definition in the space provided.

Denotation	
Connotation	
Semiotics	
Symbolic Codes	
Preferred Reading	
Polysemy	
Encoding	
Decoding	
Anchorage	
Target Audience	

There is one big issue with the use of media language and it is the same as the spoken language. Not all things mean the same to different people. For example; the word chicken may make you think of the bird which you see on a farm laying eggs but the word can also be used to describe someone who is scared. So if a producer of the media chose to use the word chicken they would need to be careful of the context in which it was used in order to generate the correct response from the audience.

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Let's take a look at this fiat 500 advert. Follow the steps to analyse this text.

1 – Identify the elements of media language used. (Colours, text, model – body language, clothes)

2 – For each one consider what they are saying about the car and the people that want to buy it

3 – Piece together all these elements to create a cohesive message intended for the audience by the media producers.

Remember this... the point of the advert is to sell the car so the message is intended for its target audience. If you don't get the message you may simply not be the target audience but we must try to analyse the text by breaking down the use of media language.



Text – Compares car to clothing or accessory and this is a fun car to have. Implies you are not boring if you drive this car.

Layout – Finer details about the car in smaller font but laid out similar to that of a fashion magazine to continue theme of fashion and style

Model – Position and clothing again reflect that of a model seen in a fashion magazine further supporting the cars appeal. Female could suggest target audience

Text – further links to clothing and fashion to suggest the car is in style.



Colour – bold vibrant colours to draw attention to the ad but also to support the notion of fun and quirky. Suggest younger target audience

Now your turn...



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Meaning is constructed in many different ways. Our own experiences, upbringing, culture and the lifestyle we have are all factors that contribute to the meaning we attribute to different images, signs and symbols. For example if you see a yellow ‘M’ you may think of MacDonald’s, but if I showed it to someone who has never seen or heard of MacDonald’s they will simply see a yellow ‘M’. What if I showed you a palm tree? You may think of sunny beaches or tropical holidays. People who live in those countries simply see a tree. Look at the images below. Write down the first word that comes into your head when you see it. Not what it is but what it means to you. In the next box write down as many other words that other people could think of when they see this same image.

	Your first thought	Other possible meanings
	Example – Sporty	Example – Reliable, expensive, prestigious, fast, German

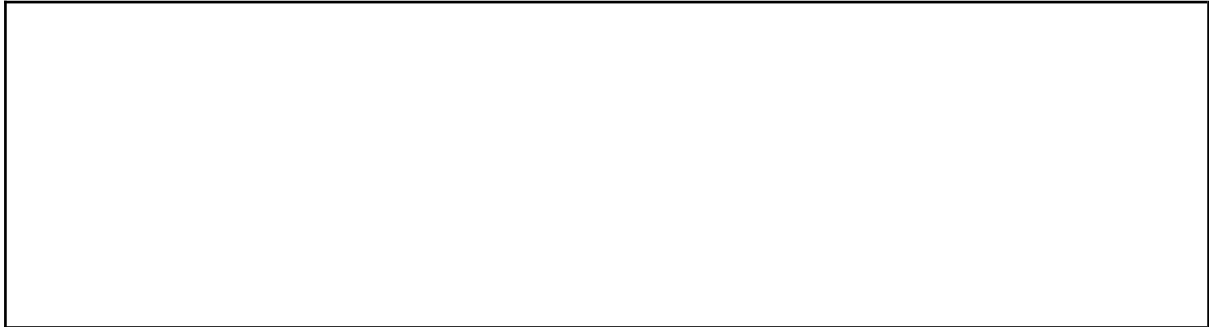
For more activities and reading on media language follow the links below to further reading or videos. Summarise your findings in the boxes below each link. You may also wish to write down any questions you have about each of the links to help further your understanding.

Cinematography (Pay particular attention to the meaning created when the rule is bent)

https://www.youtube.com/watch?time_continue=6&v=iW0bKUfvH2c&feature=emb_logo

Semiotics (You do not need to know theorists for this until A-Level but why not get a head start?)

<https://www.youtube.com/watch?v=p3XvJDxjlpU>



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Layout and Design (You will be studying magazines so an understanding of how they are set up and used to create meaning is key to your success)

<https://www.youtube.com/watch?v=5ewm8H6vwhk>



Representation

Representation is perhaps the hardest concept to get to grips with as it deals with the portrayal of people within the media. The portrayal of people within the media is largely determined by the narrative of the text and the end goal of the media producer. Many factors can determine the type of representation used from the producer's desire to make large profits, appeal to a specific audience, the time period of the text or its country of origin. Representations cannot be of just people but of events or current issues. The media essentially take existing references and re-package it for the audience or 'RE-present' it for them. Many media theorists believe the media is not a reflection of

the world but a means in which the world is shaped.

For example if all you saw in the media were people being nice and friendly to each other; then this means people would most likely go out into the world and be nice and friendly. The media however portrays many different representations from different ages, social groups, cultures, sexualities and more, giving people many different options by which to shape their lives.

Representations can often be controversial in their nature by way of following stereotypes. If I said 'pirate' to you... an image like the one to the right is the one that is very likely to pop into your head. This is because this image is shown in various different forms across many films, TV shows and books over the years.



But consider the various images in the media that are less commonly used. This is known as under representation. Pirates of different genders and ethnicities are rarely used however they are becoming more popular with a demand for 'wider' representations. When they are used it is considered a shift from the norm as the media has succeeded in shaping our expectations to the picture above.



Stereotypes are used a lot in media. They are used so the audience can easily recognise the character and their personality traits. They essentially know what to expect from them without having to waste time on back stories or long winded character development. This is often used for subsidiary characters or shows aimed at younger audiences.

More modern times have seen the use of stereotypes to decline, to reduce (misrepresentation). This means if all you ever saw in the media were old people with walking sticks; you were being misled, because not all old people use walking sticks. The trouble is that old people using walking sticks is a stereotype and an easy win for a media producer to convey to an audience that the character is old!

Mandatory Task for Submission

Below is a list of character types. Please remember that all these people exist in the real world and in the real world everyone is an individual and does not necessarily conform to a stereotype. For the

purposes of media we must be aware of the stereotypes to assess when they are being used and when they are not being used. For each character write down what you may expect to see on screen to portray a stereotype. Write down suggestions and ideas of ways in which that character may be shown subverting (goes against) the stereotype. For each description try to consider how they would behave, talk, dress, where they would live etc.

Character	Conform to stereotype	Subvert stereotype
Blonde Teenager		
Black Teenager		
Old Man		
Lower Class Woman		
Upper Class Man		

Homosexual man		
A French man		

For additional help please see the following link

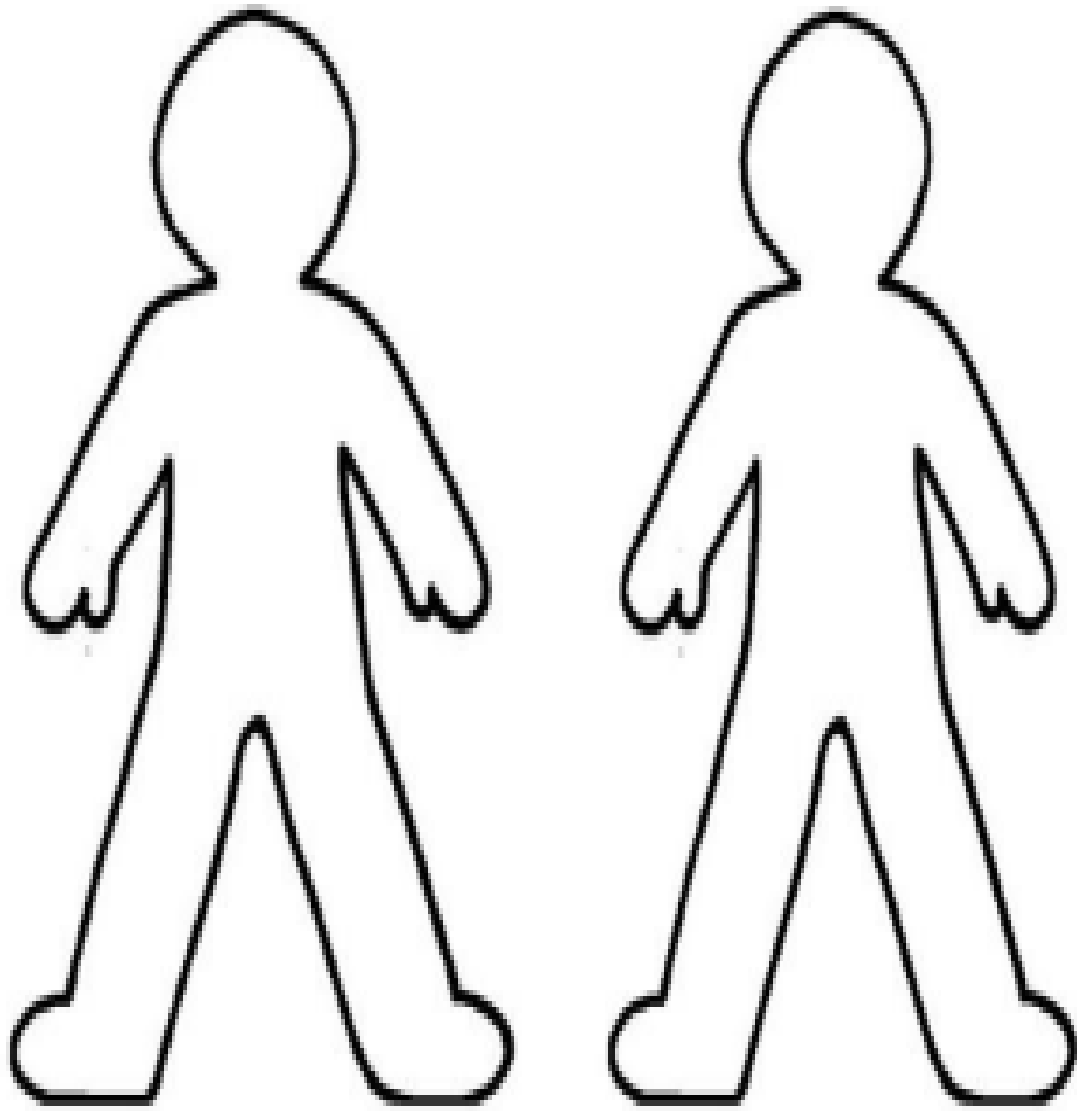
<https://examples.yourdictionary.com/stereotype-examples.html>

Remember representations in the media are 'created'. Repeated uses of these representations create stereotypes and subverting them in the media is a way of changing mind-sets. The media is a



very powerful tool. Consider that representations are created through the use of media language. Facial expressions, body language, clothing, accessories, actions, behaviour and speech are all ways of changing the way you view someone. Look at this image...how do you know who the good guy is and who the bad guy is?

Task – Below are two identical characters. Your task is to use media language to change the way the audience sees them. They are both students in year 11. One is going to get 11 top grade GCSE's and the other will fail them all! How can you change the way the audience sees them...how can you represent them? Draw facial expressions, clothing, accessories and more to create your representation. They may have the same uniform but may wear it differently? Annotate your drawings to help explain your ideas.



Contextual Development – Wider Reading

As a media student it is essential that you develop your independent learning skills and carry out wider reading around your subject. Here is a list of books and websites which will help you prepare for the theoretical aspect of the Media Studies course

Books

Media, Gender and Identity by David Gauntlett

Feminism is for Everybody by bell hooks

Feminist Media Studies by Liesbet van Zoonen

Gender Trouble by Judith Butler

After Empire by Paul Gilroy

There Ain't No Black in the Union Jack Paul Gilroy

Media Regulation by Lunt and Livingstone

Here Comes Everybody by Clay Shirky

Cognitive Surplus: Creativity and Generosity in a Connected Age by Clay Shirky

Representation: Cultural Representations and Signifying Practices Edited by Stuart Hall **Power**

without Responsibility: Press, Broadcasting and the Internet in Britain by James Curran **The**

Cultural Industries by David Hesmondhalgh

Convergence Culture: Where Old and New Media Collide by Henry Jenkins

Websites

The Media Guardian: <https://www.theguardian.com/uk/media>

EMC's Media Magazine: <https://www.englishandmedia.co.uk/media-magazine> (well worth subscribing to – we have hard copies delivered to school available to loan from MD1)

British Film Institute: <http://www.bfi.org.uk/>

OCR qualification page: <https://www.ocr.org.uk/qualifications/gcse/media-studies-j200-from-2017/>

Contextual Development – Wider Watching

It seems mad people would opt to do a course without a keen interest in the subject. Especially the media! I love films! It would greatly help if you did too...or music or TV or anything related to the media. Your own experiences and engagements with the media will feed into the topics we cover and help you to apply theories and course content in different contexts.

Many people ask me to recommend films to watch that will help them in the course. Here is a list of films I enjoy or find that they challenge ideology or conventions in some way. Watch any of these for some good discussions to be had in the future. I always have more if you plough through these. Happy watching. (Age restrictions may apply)

1. Fight Club
2. Shutter Island
3. Batman the Dark Knight
4. The Joker
5. Looper
6. Reservoir dogs
7. Kingdom of Heaven
8. Eternal Sunshine of the Spotless Mind
9. 23
10. The Truman Show
11. Stranger Than Fiction
12. Memento
13. Inception
14. Pulp Fiction
15. Forrest Gump
16. The Matrix
17. Seven
18. Saving Private Ryan
19. The Departed
20. The Prestige
21. Whiplash
22. Sixth Sense
23. Back to the Future
24. Indiana Jones – The Last Crusade
25. Minority Report

Contextual Development – Media Theorists

During the Media Studies course you will encounter many media theorists that have studied various areas of the media. In order to give you a head start you should research as many of these theorists as possible and produce a short paragraph on each that outlines their key theories linked with each of the concepts below:

Media Language

Semiology –Roland Barthes

Narratology –Todorov

Genre Theory –Steve Neale

Structuralism –Claude Levi-Strauss

Postmodernism –Baudrillard

Media Representations

Theories of Representation –Stuart Hall

Theories of Identity –David Gauntlett

Feminist Theory –Van Zoonen

Media Audiences

Media Effects –Bandura

Cultivation Theory –George Gerbner

Fandom –Henry Jenkins

‘End of Audience’ Theories –Clay Shirky

Media Industries

Power and Media Industries –James Curran and Jean Seaton

Regulation –Livingstone and Lunt

Cultural Industries –Hesmondhalgh

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