

Media Studies Revision: Flashcards

Learning Objective:

To understand how to produce effective revision resources.

DO NOW:

What are the four elements of the theoretical framework in Media Studies?
What would you need to revise?

Challenge:

Could you group the things you need to revise in order of priority? What is the most important thing you should focus on?



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Your course consists of **two exams** and an **NEA** (non-exam assessment). Across these two exams, you will be tested on your knowledge of **Media Language, Media Audiences, Media Industries and Media Representations**. These are the four elements of the theoretical framework.

In the exams, you will be tested on **any number** of the various **CSPs** (close-study products) you have studied over the course, along with some unseen media products and their contexts.

It is therefore important that you know which things you will be asked about in each of the exam papers.

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Media One

What's assessed

Section A will focus on Media Language and Media Representations. Questions in this section can test any two of the following forms:

- magazines
- advertising and marketing
- newspapers
- online, social and participatory media and video games.

Section B will focus on Media Industries and Media Audiences. Questions in this section can test any two of the following forms:

- radio
- music video
- newspapers
- online, social and participatory media and video games
- film (industries only).

How it's assessed

- Written exam: 1 hour 30 minutes
- 84 marks
- 35% of GCSE

Questions

- A range of questions relating to an unseen source and Close Study Products.
- An extended response question (20 marks).

Media Two

What's assessed

Section A will be based on a screening from an extract of one of the television Close Study Products and can test any area of the theoretical framework.

Section B will be based on either newspapers or online, social and participatory media and video games and can test any area of the framework.

How it's assessed

- Written exam: 1 hour 30 minutes
- 84 marks
- 35% of GCSE

Questions

- Short, medium and extended response questions assessing depth of knowledge and understanding of the course.

Notice that there is no need to revise your NEA. This is work undertaken and completed in class, so you need to focus only on the exam content.

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BRAIN DUMP: Can you remember the eighteen CSPs?

You haven't studied all of them yet, but you've done a fair few!

Can you place them into categories too?

Then add what you know about them!

Television

Film

Newspapers

Magazines

Music Videos

Radio

Advertisements

Online Media

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Television	Film	Newspapers	Magazines	Music Videos	Radio	Advertisements	Online Media
His Dark Materials – The City of Magpies	Black Widow	Daily Mirror	Tatler	Blackpink - How U Like That	Radio 1 Launch Day	OMO Post war advert	Marcus Rashford
Dr Who – An Unearthly Child	I, Daniel Blake	The Times	Heat	Arctic Monkeys – I Bet You look Good on the Dancefloor	KISS FM Breakfast Show	Galaxy Advert – Audrey Hepburn	Kim Kardashian Hollywood
						Lady Leshurr - Represent	Lara Croft GO

So today, using the fact sheets, your notes and your books, you need to produce revision cards. They should detail all the information about the CSP, which exam they will appear in, and which element of the theoretical framework they will be testing.

There is an example on the next slide.

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ARCTIC MONKEYS - I BET YOU LOOK GOOD ON THE DANCEFLOOR

CSP - Music Video. Links to Blackpink - How U Like That? Explicit Comparisons!

Appears in: MEDIA ONE EXAM, SECTION B.

Focuses on: MEDIA INDUSTRIES and MEDIA AUDIENCES

HISTORICAL, SOCIAL, CULTURAL CONTEXTS:

- Success of Arctic Monkeys is comparable to The Beatles forming their own record label.

- They used social media, the internet and word of mouth to get their music 'out there'.

- They are independent artists; how do they contrast with the manufactured pop music of Blackpink?

CSP is **culturally significant** because it was released at a time of major structural change in the music industry (i.e. CDs to streaming), so looks at the changing relationship between artist and audience.

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GENERAL MUSIC VIDEO INFO:

- Historically a way of bands allowing fans to see band live without attending a concert.
- Now, more of a marketing tool, often with huge budgets and narratives
- REVISE - History of music videos.

KEY COMPARISON POINT:
INDEPENDENT VS MAINSTREAM artists!

MEDIA AUDIENCES

- Target Audience - Working class teenagers / young adults
- Project image through mise-en-scene, costume, setting etc.
- Exploited niche nature of fanbase by using the internet. Didn't rely on traditional pop music manufacturers.
- Quite a lot of control over the image they project compared to blues/punk.
- REVISE - USES AND GRATIFICATION THEORY

MEDIA INDUSTRIES

- This video was important as it marked a way that audiences and band interactions changed.
- Technological advancements allowed band more control over image, and output.
- Difficult for the music industry to control.
- REVISE - REGULATION OF MUSIC VIDEOS IN UK

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For the rest of the lesson...

- Start making your own! You know what to include, so take responsibility for your own learning and make sure you produce detailed, useful and relevant revision materials. Your future self will thank you!
- Use the fact sheets and my example to help you.
- Remember, you should focus on **key** information to prompt your knowledge. Don't write down everything you know; this will overload you!
- You could also make some with a number of media terms, though you could just make your terminology **stand out** like in my example.

Include:

- Name of CSP
- Which exam they appear in
- Which element of the theoretical framework they test
- A summary of your learning about the CSP, placing it into context.
- You may wish to produce some with the various **media theories** we've studied, like Propp, or Uses and Gratifications!

