YEAR 13 TIMELINE & DEADLINES   Feb-May 2020

ALL COURSEWORK DUE: Wednesday 18th March (2 mag productions + website + statement of intent)

EASTER/PESACH HOLIDAY Thurs 2nd – Tues 21st April
STUDY LEAVE BEGINS: Monday 4th May
MEDIA PAPER 1: Wednesday 3rd June a.m.
MEDIA PAPER 2: Thursday 11th June p.m.

Feb half term – complete web pages including audio and video clips.
Ensure web content:
- promotes your magazines
- reflects their brand identity (consistent house style, mode of address)
- contains plenty of examples of digital convergence, cross-promotion and interactivity.

w/b	Coursework	Revision topic	Essay question home/class See list
1 Mon 24 Feb	Final touches to productions	JUNGLE BOOK & R1	
2 Mon 2 March	Complete Statement of intent	MINECRAFT & MUSIC VIDEO	
3 Mon 9 March	Final adjustments & admin	ADVERTS & BIG ISSUE	
4 Mon 16 March	Deadline: Wednesday 18th	PRINT & ONLINE NEWS (in depth study)	
5 Mon 23 March		PRINT & ONLINE NEWS (in depth study)	
6 Mon 30 Mar-Wed 1 Apr		**PAPER 1 EXAM PRACTICE**	
Holiday: Thurs 2nd- Tues 21st April. REVISE THEORY, NEWS AND LFTV DRAMA			
1 Weds 22nd-Fri 24th April		LFTV DRAMA (in depth study)	
2 Mon 27th April		**PAPER 2 EXAM PRACTICE**	

**You then have 4 weeks and 2 days in total until Paper 1 (including May half term) + 1 more week until Paper 2
PLAN YOUR OWN REVISION SCHEDULE, INCLUDING TIMED ESSAYS (even if you have done them before)**

I will continue to be available for one- to one sessions on **Wednesday afternoons: 2.00-4.00**
Please let me know in advance by email if you wish to attend.
email contact for queries, essays & feedback:
jmeier@immanuelcollege.co.uk

Radio 1 Breakfast Show Economic, political and cultural contexts

1 Use the Breakfast Show case study to explore how Radio 1 is facing the challenges of a changing media landscape. (15 marks)

2 To what extent does The Breakfast Show demonstrate the success of Radio 1 in attracting new and younger audiences? (15 marks)

3 What aspects of The Breakfast Show's online presence help to secure its popularity among its target audience of 15 to 29 year olds? (15 marks)

4 Why does Public Service Broadcasting struggle to reach and retain younger audiences? How does the R1BS try to meet this challenge? (15 marks)

5 How successfully does the R1BS target, reach and maintain younger audiences? [15]

6 Explain how different audiences use radio differently. Refer to the R1BS is your answer. [15]

Jungle Book   Economic and historical contexts

1 Discuss how the production of films has changed since the 1960s. Refer to the two versions of the Jungle Book to support your answer. [15]

2 Discuss how far the distribution of the 1967 Jungle Book differs from the distribution of the 2016 Jungle Book.   [15]

3 Show how the film industry ensures that mainstream films reach the widest possible audiences. Discuss with reference to the 2 versions of the Jungle Book you have studied. [15]

4 What does the Jungle Book 2016 and its distribution methods tell us about the changing nature of audiences and society? [15]

Minecraft economic and social contexts

1 What factors are important in the production, distribution and consumption of video games? Refer to Minecraft in your answer. [15]

2 Explain the impact of digitally convergent media platforms on video game production, distribution and consumption. Refer to Minecraft to support your answer. [15]

3 Explain why online audience participation is so important to the success of Minecraft. [15]

4 Explain how producers target, reach and engage audiences for video games through content and marketing. Refer to Minecraft to support your answer. [15]

Music Videos   Language, representation, social and cultural contexts

1 Explain how representations in music videos are chosen to promote the artist(s). Refer to **one** of the music videos you have studied to support your answer. [10]

2 "Music videos reflect the cultural context in which they were made."   Discuss this statement through a comparison of the two music videos you have studied: one music video from List A and one music video from List B.   [15]

3 'Music videos tend to suggest a mood rather than tell a story.' Discuss by comparing the two music videos you have studied.[10]

4 'Music videos are obsessed by representations of outsiders and misfits.' Discuss, referring to the two music videos you have studied.[10]

5 'The characters in music videos are stereotypes rather than real people.' Discuss, referring to the two music videos you have studied. [10]

Advertising

1 Discuss representations of gender in the advertisements you have studied [15]

2 In the adverts you have studied, comment on the use and effect of ONE of the following: layout, typography, mode of address; mise en scene [10]

3 Compare how media language is used in the construction of either ethnicity OR gender in these advertisements. [10]

Big Issue

1 Analyse why *The Big Issue* magazine has used an intertextual approach on this front cover. [15]

2 Discuss how media language is used on the two Big Issue covers you have studied to communicate ideas, meaning and messages. [15]

3 Analyse the Big Issue front covers you have studied in terms of representations - how are the representations constructed to create meaning and communicate a message? [15]

4 How does the Big Issue present a different viewpoint to mainstream magazines – consider aspects of media language, ideologies, ownership and distribution. [15]

LFTV Drama in-depth study. (All contexts and theories)

1 Why do long form television dramas from different countries offer different representations? [30]

2 Evaluate the relevance of Todorov's theory of narratology to long form television drama.[10]

3 Discuss the extent to which the long form television dramas you have studied challenge the conventions of genre. Your answer should make reference to **both** long form television dramas you have studied [30]

4 Discuss the extent to which your chosen long form television dramas successfully target their audiences. Your answer should make reference to **both** long form television dramas you have studied [30]

5 Evaluate the usefulness of academic ideas and arguments in helping your understanding of how media language is used in **one** of the long form television dramas that you have studied.[10]

News In depth Study (all contexts and theories)   Source questions (tabloid vs broadsheet or 2 of the same genre)

1 How far has genre influenced the media language used in Sources **A** and **B**? [15]

2 Compare and contrast the mode of address in Sources A and B. [15]

3 Compare how far the media organisations which produce these products are reflected in these sources. [15]

4 Evaluate the usefulness of relevant academic ideas and arguments in helping your understanding of representation (in source (A) [15]

 5 Analyse the representations in Sources **A** and **B**. Use Van Zoonen's concept of patriarchy in your answer. (15)

News General questions

 6 Explain how the political context in which newspapers are produced, influences their ownership and regulation. Refer to *The Guardian* and *The Daily Mail* newspapers you have studied to support your answer. **[15]**

 7 Evaluate the usefulness of **one** of the following in understanding audiences for online newspapers such as *The Guardian* and *The Daily Mail*: **EITHER** Gerbner's cultivation theory   **OR** Shirky's 'end of audience' theory. [10]

8 How far do online editions of newspapers reflect patterns of ownership and regulation? [15]

9 How have newspapers adapted to take account of changing platforms, social media and changes in consumer habits? [15]

10 How do **online newspapers** reflect the social, economic and cultural contexts of the times in which they are produced? [20]

10 mark questions. (allow about 17 mins of normal time + 4 mins extra time)

A01 **Demonstrate knowledge and understanding** of:
1. the theoretical framework of media (FAIR)
2. contexts of media and their influence on media products and processes. (SPECH)

AO2 **Apply knowledge and understanding** of the areas above to
1. analyse media products, including in relation to their contexts and through the use of academic ideas & arguments (news & LFTV drama)
2. evaluate academic ideas and arguments (news & LFTV drama)
3. make judgements and draw conclusions.

		Comments & next steps
8 9 10	Shows **extensive relevant knowledge** and a **full, proficient understanding** of aspects of the **theoretical (FAIR) framework** required in the question. Shows **extensive relevant knowledge** and **excellent understanding** of (SPECH) contexts required in the question and **their influence** on media products and processes. Shows **excellent** ability to analyse media products, and relate to contexts. Shows **excellent** ability to make judgements and draw conclusions. Shows **excellent** ability to apply and evaluate relevant media theories ('academic ideas and arguments') in the in-depth studies News and LFTV dramas.	
5 6 7	Shows **generally competent knowledge** and **understanding** of aspects of the **theoretical (FAIR) framework** required in the question. Shows **generally competent relevant knowledge** and **understanding** of (SPECH) contexts required in the question and **their influence** on media products and processes. Shows **satisfactory** ability to analyse media products and relate to contexts. Shows **satisfactory** ability to make judgements and draw conclusions. Shows **satisfactory** ability to apply and evaluate relevant media theories ('academic ideas and arguments') in the in-depth studies News and LFTV dramas.	
2 3 4	Shows **some** relevant **knowledge** and **understanding** of aspects of the **theoretical (FAIR) framework** required in the question. Shows **some** relevant **knowledge** and **understanding** of (SPECH) contexts required in the question and **their influence** on media products and processes. Shows **some** ability to analyse media products and relate to contexts. Shows **some** ability to make judgements and draw conclusions. Shows **some** ability to apply and evaluate relevant media theories ('academic ideas and arguments') in the in-depth studies News and LFTV dramas.	
0 1	Shows little or no relevant knowledge.	

15 mark questions. (allow about 25 mins of normal time + 6 mins extra time)

A01 **Demonstrate knowledge and understanding** of:
1. the theoretical framework of media (FAIR)
2. contexts of media and their influence on media products and processes. (SPECH)

AO2 **Apply knowledge and understanding** of the areas above to
1. analyse media products, including in relation to their contexts and through the use of academic ideas & arguments (news & LFTV drama)
2. evaluate academic ideas and arguments (news & LFTV drama)
3. make judgements and draw conclusions.

		Comments & next steps
13 -15	Shows **extensive relevant knowledge** and a **full, proficient understanding** of aspects of the **theoretical (FAIR) framework** required in the question. Shows **extensive relevant knowledge** and **excellent understanding** of (SPECH) contexts required in the question and **their influence** on media products and processes. Shows **excellent** ability to analyse media products, and relate to contexts. Shows **excellent** ability to make judgements and draw conclusions. Shows **excellent** ability to apply and evaluate relevant media theories ('academic ideas and arguments') in the in-depth studies News and LFTV dramas.	
9-12	Shows **generally competent knowledge** and **understanding** of aspects of the **theoretical (FAIR) framework** required in the question. Shows **generally competent relevant knowledge** and **understanding** of (SPECH) contexts required in the question and **their influence** on media products and processes. Shows **satisfactory** ability to analyse media products and relate to contexts. Shows **satisfactory** ability to make judgements and draw conclusions. Shows **satisfactory** ability to apply and evaluate relevant media theories ('academic ideas and arguments') in the in-depth studies News and LFTV dramas.	
5-8	Shows **some** relevant **knowledge** and **understanding** of aspects of the **theoretical (FAIR) framework** required in the question. Shows **some** relevant **knowledge** and **understanding** of (SPECH) contexts required in the question and **their influence** on media products and processes. Shows **some** ability to analyse media products and relate to contexts. Shows **some** ability to make judgements and draw conclusions. Shows **some** ability to apply and evaluate relevant media theories ('academic ideas and arguments') in the in-depth studies News and LFTV dramas.	
1- 4	Shows little or no relevant knowledge.	

30 mark question (In depth study on LFTV drama) (allow about 50 mins + 12 mins extra time)
A01 Demonstrate knowledge and understanding of:
1. the theoretical framework of media (FAIR)
2. contexts of media and their influence on media products and processes. (SPECH)
AO2 Apply knowledge and understanding of the areas above to
1. analyse media products, including in relation to their contexts and through the use of academic ideas & arguments in LFTV drama
2. evaluate academic ideas and arguments in LFTV drama
3. make judgements and draw conclusions.

		Comments & next steps
27-30	Shows **extensive relevant knowledge** and a **full, proficient understanding** of aspects of the **theoretical (FAIR) framework** required in the question. Shows **extensive relevant knowledge** and **excellent understanding** of (SPECH) contexts required in the question and **their influence** on media products and processes. Shows **excellent** ability to analyse media products, and relate to contexts. Shows **excellent** ability to make judgements and draw conclusions. Shows **excellent** ability to apply and evaluate relevant media theories ('academic ideas and arguments') in the in-depth studies.	
23-26	Shows **good knowledge** and **understanding** of aspects of the **theoretical (FAIR) framework** required in the question. Shows **good relevant knowledge** and **understanding** of (SPECH) contexts required in the question and **their influence** on media products and processes. Shows **good** ability to analyse media products and relate to contexts. Shows **good** ability to make judgements and draw conclusions. Shows **good** ability to apply and evaluate relevant media theories ('academic ideas and arguments') in the in-depth studies	
18-22	Shows **quite good knowledge** and **understanding** of aspects of the **theoretical (FAIR) framework** required in the question. Shows **quite good** relevant **knowledge** and **understanding** of (SPECH) contexts required in the question and **their influence** on media products and processes. Shows **quite good** ability to analyse media products and relate to contexts. Shows **quite good** ability to make judgements and draw conclusions. Shows **quite good** ability to apply and evaluate relevant media theories ('academic ideas and arguments') in the in-depth studies.	
14-17	Above skills are just about satisfactory. Some lapses, confusion, lack of clarity and / or irrelevance.	
9-13	There is some evidence of the above skills worthy of credit.	
4-8	Isolated evidence of relevant knowledge and analytical skills.	
0-3	Insufficient evidence of relevant knowledge and analytical skills.	

Official mark scheme for 30 mark LFTV drama essay.   NAME

DATE

Level	AO1	Mark	A02	Mark	Comments & next steps
3	A **comprehensive answer. Full and proficient.** Shows **comprehensive**, accurate knowledge & understanding of the influence of media contexts on representations, codes & conventions in LFTV dramas.	7-10	A **comprehensive answer.** Shows highly developed reasoning; clear, coherent and logically structured. Information is highly relevant and supported fully and accurately. Demonstrates knowledge and understanding based on the full course of study. Confident, well-argued and logical. Successful analysis of 2 set episodes showing detailed and accurate application of knowledge & understanding of the theoretical framework (FAIR), media contexts (SPECH), and media theory. Convincing and perceptive. Shows logical connections and reasoning. Makes highly developed and accomplished judgements and conclusions relating to the question.	14-20	
2	An **adequate** answer. Shows adequate & generally accurate knowledge of media contexts on representations, codes & conventions in each episode.	4-6	An **adequate** answer. Shows arguments and justification with some structure. Mostly relevant information, supported by some evidence. Generally successful; Adequate application of knowledge & understanding of the theoretical framework (FAIR), media contexts (SPECH), and media theory. May be a bit descriptive in parts. Generally successful, adequate analysis of 2 set episodes, showing some logical connections and reasoning. Adequate judgements and conclusions relating to the set question.	7-13	
1	**Minimal** answer. Knowledge & understanding of media contexts is minimal. Demonstrates little understanding of the influence of media contexts, on reps, C&Cs of LFTV dramas	1-3	Minimal response. Basic. Answer may be unclear or poorly structured. Arguments are supported by limited evidence. Minimal application of knowledge & understanding of the theoretical framework, media contexts, and media theory. Fails to analyse both dramas successfully – may only refer to one. Analysis of representations is minimal. Answer is largely descriptive. Much of the answer may not be relevant to the question. Judgements & conclusions, if present, are minimal and include little support.	1-6	

Any extra comments & next steps