

GCSE



Student Handbook

GCSE Media Studies Handbook

The Course

Unit / Element	Detail
B321: Individual Portfolio 30%	<ul style="list-style-type: none"> • Comparative analysis: compare how women are represented in video games (60 marks) • Production exercise: design a magazine advert for a new video game featuring a new female video game character (40 marks) • Evaluation: in which you reflect on the choices you made in your production (20 marks)
B322: Moving Image – the exam (1h45m) 40%	<ul style="list-style-type: none"> • Section A: analyse and respond to unseen moving image extract (Action Adventure genre) • Section B: questions based on Institution and Audience (TV Comedy)
B324: Production Portfolio (Group work) 30%	<ul style="list-style-type: none"> • Production log: evidence of research and planning (individual, 30 marks) • Production: a storyboard and music video (group, 60 marks) • Evaluation: an analytical reflection on your role in the production (individual, 30 marks)

The schedule

	1 (8wks)	2 (7wks)	3 (6wks)	4 (7wks)	5 (4wks)	6 (7wks)
10	B321: Individual Portfolio		B322 Section B: TV Comedy		B322 Section A: Action Adventure films	Exam
11	B324: Production Portfolio				B321: revisit & finalise	Study leave
	Research & Planning	Construction & Editing	Completion, evaluation and revision			

Media Key Concepts

At the heart of the course is an exploration and understanding of the following key terms:

Institution

Studying institution means studying the media industry, the companies that make up this industry and the ways in which these companies operate, including in terms of how they influence and respond to their audience. For example, within the institution of the media there is the film industry, which is made up of various companies from huge Hollywood studios to low-budget independent filmmakers (as well as all the connected companies that take care of marketing, research and so on), all of whom have particular ways of doing business which will fall to a lesser or greater extent within the conventions of that industry. If you thought that was a big, sprawling sentence, it was, and the media itself is a big sprawling beast of an institution!

Audience

Audience means the people who buy or consume or experience the products produced by the media. Anyone who experiences the media in any way is the audience. Studying audience means thinking about the way we respond to the media as well as the ways in which the media enters and affects our lives.

Representation

A real young person on a real street can be said to be *presenting* her or himself. When a young person is shown on TV or in a film or in a magazine advert, they are being *represented*. Representation is all about the way that groups of people (and places and events) are represented to us through the media and the messages and values that are communicated through this representation. For example, fairy tales have a history of representing women as pretty, young and in need of a hero's help. Is this what it means to be a woman in *real* life or is the representation encouraging a stereotype?

Media Language

Media language simply means the words and phrases we need to use when talking about specific areas of the industry. In the same way that molecule, periodic table and genetic engineering are part of scientific language, when we study the media we need to use words like cinematography (for film and TV), platform game (for video games), banner (for print) and concept, performance and narrative (the three different types of music video). There are hundreds of media language terms; use the glossary within this handbook to help you keep track of them all.

Assessment Objectives

AO1	Recall, select and communicate their knowledge and understanding of media products and the contexts in which they are produced and consumed.
AO2	Analyse and respond to media texts/topics using media key concepts and appropriate terminology.
AO3	Demonstrate research, planning and presentational skills.
AO4	Construct and evaluate their own products using creative and technical skills.

Description of an A-Grade student

Candidates recall, select and communicate **detailed** knowledge and **thorough** understanding of media products and concepts, and the contexts in which they are produced and consumed. They use **analytical techniques**, underpinning concepts and a wide-ranging critical **vocabulary** to evaluate and **compare media representations**. They demonstrate an ability to respond in a logical and structured way, with **precise and accurate** use of terminology, supporting ideas and arguments with **evidence**.

They **research and plan** their production work effectively. They draw on relevant products, concepts and contexts. They use a range of presentational skills effectively, showing understanding of how audiences are identified and how production is tailored to audience needs and expectations.

They construct their product(s) using a **broad range** of production skills appropriately and effectively. They confidently handle technology, including ICT, and use the techniques and **conventions** of the chosen medium and genre **creatively**. They evaluate their product(s), making critical **connections** between the experience of carrying out the production and the key concepts.

Media Studies Rules and Expectations

As with everything else in life **you get out what you put in**. We hope that you will enjoy and be successful in your studies. Chelsea Academy expects you to:

1. Complete a lot of work outside of lessons, both independently and in groups.
2. Meet the deadlines that you are set. (If you are absent on the day of a lesson, you should email your work to your teacher. If this is not possible, you should hand in the work on the next day you are in school. You should **not wait** until the next lesson.)
 - a. Missed deadlines will result in deduction of marks and will be reflected in your progress check and your attitude to learning scores. Missing **coursework deadlines** will affect your overall grade as you are marked on your time management skills as well as the work you produce.
3. Inform your teacher in advance if you know you will miss a lesson.
4. Catch up on any work that you miss prior to attending your next lesson.
5. If you are uncertain about any aspect of the course, classwork or independent learning, you must seek help from your teacher ASAP.
 - a. This includes informing me about difficulties accessing computers/internet at home
6. Bring your folder to every lesson (as well as the basic equipment Chelsea Academy expects you to bring to every lesson).
7. Treat the equipment very carefully (Macs, cameras, tripods, etc); most of it is expensive and you may be charged. And you will be prohibited from using it again.
8. Teamwork will be a large part of the course; you must treat each other with respect; a big part of this will be listening to their ideas.

If you fail to meet any of the above expectations, you will receive a detention.

I _____ agreed to the above expectations:

Student signature:

Teacher signature:

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GLOSSARY

During the Media Studies course you will come across many new key terms that you will need to use in your work. You will gain extra marks for using these terms and knowing what they mean.

Use the following pages to create a glossary of key words.

A

B

C

D

E

F

G

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H

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Spare room for more notes...

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MARK SCHEMES

Unit B321: Individual Media Studies Portfolio Marking Criteria for Assignment

This assignment is marked out of 60.
Candidates will demonstrate:

Level 1 (0–15 marks)

- Basic knowledge and understanding of the texts studied
- Description, rather than analysis and interpretation of the texts
- Basic understanding of how texts represent social and cultural messages and values, including basic identification of those messages and values
- Basic understanding of how texts use media language and areas of representation
- Basic knowledge and understanding of codes and conventions used according to generic categorisations of media texts
- Minimal use of technical terms and medium-specific terminology, as appropriate
- Basic understanding of the effects of techniques on texts and audiences
- Minimal reference to appropriate examples to support points made.

Level 2 (16–30 marks)

- Some knowledge and understanding of the texts studied
- Some analysis and interpretation of the texts
- Some understanding of how texts represent social and cultural messages and values, including clear identification of those messages and values
- Some understanding of how texts use media language and areas of representation
- Some knowledge and understanding of the codes and conventions according to generic categorisations of media texts
- Some accurate use of technical terms and medium-specific terminology, as appropriate
- Some understanding of the effects of techniques on texts and audiences
- Appropriate use of some examples to support points made.

Level 3 (31–45 marks)

- Good knowledge and understanding of the texts studied
- Sound analysis and interpretation of the texts
- Good understanding of how texts represent social and cultural messages and values, including competent identification and interpretation of those messages and values.
- Good understanding of how texts use media language and areas of representation
- Good knowledge and understanding of the codes and conventions according to generic categorisations of media texts
- Mostly accurate use of technical terms and medium-specific terminology, as appropriate
- Good understanding of the effects of techniques on texts and audiences
- Comparison of media texts, as appropriate
- Appropriate use of some examples to support points made
- Some personal insights and engagement with objects of study and concepts.

Level 4 (46–60 marks)

- Detailed and thorough knowledge and understanding of the texts studied
- Thoughtful and insightful analysis and interpretation of the texts
- Very good understanding of how texts represent social and cultural messages and values, including proficient identification and interpretation of those messages and values
- Very good understanding of how texts use media language and areas of representation
- Very good knowledge and understanding of the codes and conventions according to generic categorisations of media texts
- Accurate use of technical terms and medium-specific terminology, as appropriate
- Very good understanding of the effects of techniques on texts and audiences

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- Confident comparison of media texts, as appropriate
- Appropriate use of some examples to support points made
- Personal insights and engagement with objects of study and concepts.

Marking Criteria for Production Exercise

This assignment is marked out of 40.
Candidates will demonstrate:

Level 1 (0–10 marks)

- Candidates will produce a basic response to the task that will demonstrate minimal evidence of presentational skills in the chosen medium. There will be a very basic understanding of generic codes and conventions and some indication that there is a target audience demonstrated by candidates at the higher end of this level.

Level 2 (11–20 marks)

- Candidates will produce a competent response to the task that will demonstrate acceptable presentational skills in the chosen medium. There will be a competent understanding of generic codes and conventions and a clear sense that the product is targeted at an audience.

Level 3 (21–30 marks)

- Candidates will produce a proficient response to the task that will demonstrate organisation and good presentation skills in the chosen medium. There will be a more thorough understanding of generic codes and conventions that are used accurately within the chosen medium as well as a very clear sense of how audiences are targeted through them.

Level 4 (31–40 marks)

- Candidates will produce an excellent response to the task that will demonstrate organisation and excellent presentation skills in the chosen medium. There will be an excellent understanding of generic codes and conventions that are used accurately within the chosen medium as well as a sense of creativity and stimulation employed in targeting a specific audience.

Marking Criteria for Planning and Evaluative Commentary

This assignment is marked out of 20.

Level 1 (0–5 marks)

- The production will show little evidence of planning. The candidate is unlikely to demonstrate much, if any, pre-planning or research into similar media texts, technical skills, generic codes and conventions and a potential target audience or relate the work to other aspects of the unit. There will be little or no evidence of drafting. The evaluation of the finished media text will be minimal, descriptive with no or very basic medium-specific terminology being used.

Level 2 (6–10 marks)

- The production will show some evidence of planning. The candidate will have undertaken minimal research into similar media texts, technical skills, generic codes and conventions and a potential target audience and be able to draw basic relationships to other aspects of the unit. There will be some evidence of drafting. The evaluation of the finished media text will be limited mainly to description of the production process, but with some evidence of evaluation or reflection on the work with evidence of a mostly accurate grasp of medium-specific terminology.

Level 3 (11–15 marks)

- The production will be mainly well planned, with some evidence of organised use of time. The candidate will have undertaken some limited research into similar media texts, technical skills, generic codes and conventions and a potential target audience. There will be clear evidence of drafting. The evaluation of the finished media text will be proficient with a sound sense of reflection on the work discussing how the brief related to work carried out elsewhere in the unit with evidence of a sound grasp of medium-specific terminology.

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Level 4 (16–20 marks)

• The production will be well planned, with clear evidence of organised use of time. The candidate will have undertaken clear research into similar media texts, technical skills, generic codes and conventions and a potential target audience beyond those covered within the unit. There will be clear evidence of drafting. The evaluation of the finished media text will be excellent with a clear sense of reflection on the work discussing how the brief related to work carried out elsewhere in the unit with evidence of a thorough grasp of medium-specific terminology.

Unit B324: Production Portfolio in Media Studies

Music Video

Level 1 (0–15 marks)

The work is possibly incomplete. There is minimal evidence in the work of the creative use of any relevant technical skills such as:

- Holding a shot steady, where appropriate
- Framing a shot, including and excluding elements as appropriate
- Using a variety of shot distances as appropriate
- Shooting material appropriate to the task set
- Selecting mise en scène, including colour, figure, lighting, objects and setting
- Editing so that meaning is apparent to the viewer
- Using appropriate shot transitions for the task set
- Using sound with images and editing appropriately for the task set
- Using titles effectively, if appropriate.

Level 2 (16–30 marks)

There is evidence of a basic level of ability in the creative use of some of the following technical skills:

- Holding a shot steady, where appropriate
- Framing a shot, including and excluding elements as appropriate
- Using a variety of shot distances as appropriate
- Shooting material appropriate to the task set
- Selecting mise en scène, including colour, figure, lighting, objects and setting
- Editing so that meaning is apparent to the viewer
- Using appropriate shot transitions for the task set
- Using sound with images and editing appropriately for the task set
- Using titles effectively, if appropriate.

Level 3 (31–45 marks)

There is evidence of proficiency in the creative use of many of the following technical skills:

- Holding a shot steady, where appropriate
- Framing a shot, including and excluding elements as appropriate
- Using a variety of shot distances as appropriate
- Shooting material appropriate to the task set
- Selecting mise en scène, including colour, figure, lighting, objects and setting
- Editing so that meaning is apparent to the viewer
- Using appropriate shot transitions for the task set
- Using sound with images and editing appropriately for the task set
- Using titles effectively, if appropriate.

Level 4 (46–60 marks)

There is evidence of excellence in the creative use of most of the following technical skills:

- Holding a shot steady, where appropriate
- Framing a shot, including and excluding elements as appropriate
- Using a variety of shot distances as appropriate
- Shooting material appropriate to the task set

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- Selecting mise en scène, including colour, figure, lighting, objects and setting
- Editing so that meaning is apparent to the viewer
- Using appropriate shot transitions for the task set
- Using sound with images and editing appropriately for the task set
- Using titles effectively, if appropriate.

Assessment Criteria for Research and Planning

The Production Log and Production Portfolio will provide evidence of the candidate's work towards research and planning. Where the candidate has worked in a group, they will demonstrate the contribution of the individual candidate to the production. Teacher observations of the candidate's work will also contribute to the mark; teachers are requested to differentiate the contributions of individuals within the group and to justify individual marks by recording their observations on the Internal Assessment Form. As part of the moderation sample, the Moderator will request the Production Portfolio, including the Production Log.

Level 1 (0–7 marks)

- There is minimal research into similar products and a potential target audience.
- There is minimal organisation of actors, locations, costumes or props.
- There is minimal work on shotlists, layouts, drafting, scripting or storyboarding.
- Time management may be very poor.

Level 2 (8–15 marks)

- There is basic research into similar products and a potential target audience.
- There is basic organisation of actors, locations, costumes or props.
- There is basic work on shotlists, layouts, drafting, scripting or storyboarding.
- Time management may not be good.

Level 3 (16–23 marks)

- There is proficient research into similar products and a potential target audience.
- There is proficient organisation of actors, locations, costumes or props.
- There is proficient work on shotlists, layouts, drafting, scripting or storyboarding.
- Time management is good.

Level 4 (24–30 marks)

- There is excellent research into similar products and a potential target audience.
- There is excellent organisation of actors, locations, costumes or props.
- There is excellent work on shotlists, layouts, drafting, scripting or storyboarding.
- Time management is excellent.

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Assessment Criteria for the Evaluation

Candidates will produce an evaluation of their production under supervised conditions. AO4 is the focus of assessment for the evaluation: candidates' ability to evaluate their own products using creative and technical skills.

Level 1 (0–7 marks)

- There is only minimal reference to relevant research, planning or monitoring of decision-making.
- There is minimal understanding of the forms and conventions used in the production.
- There is minimal understanding of the significance of audience feedback.
- There is minimal ability to communicate.
- The evaluation is minimal, descriptive.
- Little, if any, medium-specific terminology is used.

Level 2 (8–15 marks)

- There is some reference to planning, to research and to the monitoring of decisions and revisions.
- There is basic understanding of the forms and conventions used in the production.
- There is basic understanding of the significance of audience feedback.
- There is basic ability to communicate.
- The evaluation is mainly descriptive, but there is some evidence of evaluation or reflection on the work.
- There is a basic grasp of appropriate medium-specific terminology.

Level 3 (16–23 marks)

- There is proficient reference to the monitoring of technical decisions and revisions made.
- There is proficient discussion of how the brief related to research into similar media texts and target audiences.
- There is proficient understanding of the forms and conventions used in the production.
- There is proficient understanding of the significance of audience feedback.
- There is proficient ability to communicate.
- There is a proficient evaluation of the degree to which the finished media text has met the original brief.
- There is a proficient grasp of medium-specific terminology.

Level 4 (24–30 marks)

- There is a detailed evaluation of the monitoring of decisions and revisions.
- There is a detailed discussion of how the brief related to research into similar media texts and target audiences.
- There is excellent understanding of the forms and conventions used in the production.
- There is excellent understanding of the significance of audience feedback.
- There is excellent ability to communicate.
- There is a thorough evaluation of the success of the finished media text in meeting the original brief.
- There is an accurate command of appropriate medium-specific terminology.