

Media Studies

Key Stage 5 Curriculum

Exam Board: OCR (may be subject to slight alterations with the final publication of the specification in early 2017)

Course Breakdown: Exam 70%, NEA (non-exam assessment) 30%

Exam: there will be two assessment components (papers).

Paper 1: 1 hour 45 minutes (including 10 minutes viewing time). 65 marks. Media Products

Learners will explore how media products are used by institutions to construct different representations and how media audiences interpret these products. Learners will use aspects of the theoretical framework (developed at GCSE) to analyse advertising and marketing campaigns, both a professionally produced campaign and the campaign created by the learner in the NEA component. In preparation for this component, students will study representations in television news, newspapers and online content. The unseen media products will possess cultural, social, and historical significance. They will be asked to focus on how and why representations differ across texts and platforms, for example, the representation of refugees across three platforms.

In the second part of the paper, students will be asked to compare their campaign (NEA) to a pre-existing advertising campaign.

Paper 2: 2 hours. 75 marks. Media in a Digital Age

Learners will explore and analyse the contemporary media landscape through the study of media industries from contemporary and historical perspectives, evolving media forms, global media. Through the study of this component, learners will gain a deeper understanding of the history behind some of the changes that have taken place within media over time. Learners will also consider how these changes have led to the evolution of changed media forms. Learners will consider the way in which new media products are produced, not just locally but on a global scale, and how these products are consumed by different audiences. Learners will explore three different topics relating to Media in the digital age. Media products have been specified for each topic in order to give learners the knowledge and skills to exemplify and critically evaluate different academic ideas, arguments and opinions in order to be able to understand the different media debates.

Topic one focuses on changing platforms. As part of this topic, learners must study the following three media products which will be changed after three years: The Jungle Book (1967 and 2016), The Radio One Breakfast Show (1967–1969 and 2016 onwards), Cosmopolitan magazine (1967–1969 editions and 2016 onwards edition).

Topic two is evolving media forms. Through the study of this topic, learners will consider the evolving media forms of music videos and video games in the digital age. They will also explore debates about the online contemporary versions of these media forms. As part of this topic, learners must study at least one music video from the list: Blur – Coffee and TV, Shawn Mendes – Treat You Better, Taylor Swift – Blank Space, Beyoncé – Run the World (Girls). Learners must also study at least one video game from the list below: Super Mario, Minecraft, Tomb Raider, Assassin’s Creed. The chosen specified music video and video game must be studied in terms of media language, media industries, regulation and audience.

Topic three focuses on long form television drama. Through the study of this topic, learners will understand the influence of long form narratives on global television drama. As part of this topic, learners must study at least one of the English language long form television dramas from the list: The Wire (Series 1), Mad Man (Series 1), Games of Thrones (Series 1), Breaking Bad (Series 1). Learners must also study at least one of the accompanying websites for the long form television dramas. Learners must also study one of the following non-English language long form television dramas: The Killing, Borgen, Spiral, Deutschland 83.

NEA: Making media. Learners will practically explore the creation of three linked media products in an advertising and marketing campaign that will be a cross-media production. They will work independently to address the cross-media briefs set by OCR, comprising of three linked products. Learners will apply knowledge and understanding of media language, representation, media industries and audiences to their own cross-media production based on the following media forms: television, magazines, newspapers, advertising and marketing, online, social and participatory media, music videos. The brief will always be a promotional campaign either for a new television programme or a new music artist. The nature of the brief and the intended audience will change every year and be published on the 1st June during the first year of study for the learner. As part of the preparation for this component, learners will consider other cross-media campaigns.

Example Brief:

The commissioning editor of fiction for Channel 4 is looking for a 30 minute programme to go into the schedule for early evenings. This programme should be targeted at a young adult demographic with money to spend. You must produce the following:

1. A two and a half minute television trailer for the programme to go on Channel 4's YouTube account.
2. The home page for the programme with two other linked pages.
3. A one page print advert to promote the programme.

