

Component 1

Section A

Revision Guide

I got **99 PROBLEMS**
but **REVISION** ain't one

Don't let this be you...



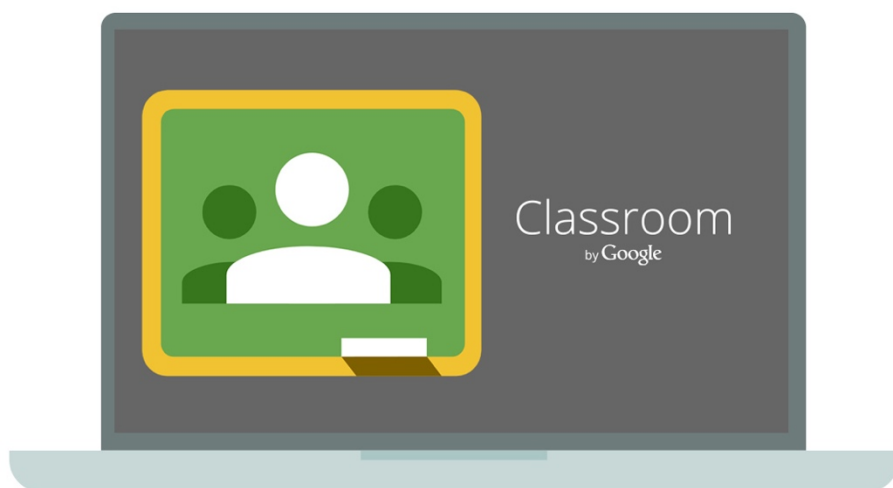
Plan ahead!

Welcome to your Revision Guide for Component 1 Section A

A copy of this guide and many of the associated resources can be found on Google Classroom.

To access Google Classroom:

1. Go to <https://classroom.google.com>
2. Log in using your school network user name and password
3. Join your class (if you have not already done this) as a student.
4. Look over the resources. You can download or print off any resources as well.



What is Component 1 Section A?

Exploring the Media

Written exam (1 hour and 30 minutes in total, worth 40% of GCSE)

Section A – 55 minutes (including 10 minutes of annotation of unseen text) 22% of GCSE

Section B – 35 minutes – 18% of GCSE

Section A

This section assesses **media language** and **representation** in relation to the following media forms:

- Advertising and marketing (adverts and film posters)
- Magazine covers
- Newspaper front pages



There will be two questions:

- Question 1 will assess **media language** in relation to **one** set product
- Question 2 will assess **context** and **representation** in relation to a **different media form** from that assessed in question 1
 - Part A assesses **knowledge and understanding** of **context** in relation to one set product
 - Part B requires a **comparison of an unseen resource with a set product** in the same media form. This question requires an **extended response**

What exam board am I studying?

Eduqas (the English branch of WJEC)

www.eduqas.co.uk (Here you can find electronic copies of all the set texts, fact sheets and other useful resources)

How to Revise for Media Studies

Revising for Media Studies is the same as for most other subjects.

There are two stages to revision – learning the knowledge and practising your skills in applying your knowledge

Step One – reread your notes, worksheets and knowledge organisers.

Highlight the key terminology and ensure you understand what you have written.

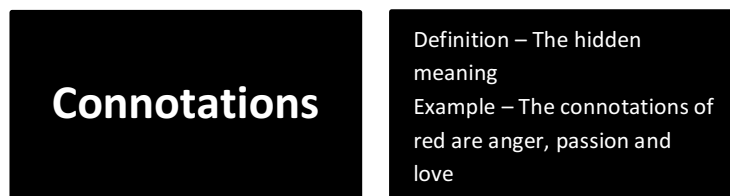
Do not try and do every set text at once, it won't work, do one at a time.

If you want to extend yourself, you will find fact sheet on Google Classroom which have extra information.

Step Two – create flashcards of your key terminology

Flashcards should have the word/phrase on one side and then on the back the definition and an example of how to use it.

E.g.



You can also make flashcards of the key facts and points about the set texts.

You could use the knowledge organiser to help you make the flashcards as they have the key points and terms you need to know. If you have lost them you can find copies of them on Google Classroom

Practice using your flashcards. Test yourself (or get your parents or revision buddy to test you) and as you go along, create three piles

1. You know the answer
2. You kind of know the answer
3. You have no idea

Go back and test yourself on pile 2 and 3 until all the cards are now in pile 1. Then do this again and again and again over a period of days, weeks and months.

Step Three – practise questions

This may be step three, but this is the MOST IMPORTANT part of revision.

Once you feel confident in your knowledge you need to practise how to apply this knowledge. There are lots of practice questions in this booklet and if you need any more then speak with your teacher who will create more.

You can also do practice unseen annotations, write essay plans for practice questions, create mind maps for the set texts etc., that way there is some variety.

Step Four – learn from your mistakes

You are going to make mistakes; that is part of learning. It's important to learn from your mistakes and improve after every assessment. If you are struggling, it's also really important you ask for help. There is absolutely no point struggling on your own when there is help available!!

Ask your teacher to mark some of the practice questions you have completed. Read over the comments your teacher made on your in class tests, mock exams and any practice question you completed in your books.

Useful Resources from the Exam Board – How to Unpick the Wording of Exam Questions

Command Words	Definition
Identify (AO1)	Describe/State e.g. <i>Identify one audience for The Archers.</i> (SAMs Comp1 Q4b)
Explore (AO2)	Analyse; consider the ways in which.... give examples e.g. <i>Explore how the advertisement for Quality Street uses the following elements of media language to create meanings</i> (SAMs Comp1 Q1)
Briefly explain (AO1)	Give key reasons to demonstrate understanding of a media product or process e.g. <i>Briefly explain the difference between the 12 and 12A age certificates.</i> (SAMs Comp1 Q3c) No requirements for detailed explanation, reasons, examples.
Explain (AO1)	Give information and reasons to demonstrate understanding of a media product or process e.g. <i>Explain why audiences listen to The Archers. Refer to the Uses and Gratifications theory in your response.</i> (SAMs Comp1 Q4d).
Compare (AO2)	Consider the similarities and differences between products; make judgements and draw conclusions e.g. <i>Compare the representation of women in the Pride front cover and the Glamour front cover.</i> (SAMs Comp1 Q2b).
How far (AO2 – ‘make judgements and draw conclusions’)	Consider to what degree a statement or idea is true for particular media products or processes; make judgements and draw conclusions e.g. <i>‘Music videos reinforce stereotypes of ethnicity.’ How far is this true of the two music videos you have studied?</i> (SAMs Comp2 Q3).

Question 1 - Media Language

This is a broad term that basically covers all the different elements that go into a media text. Media Language is used to create **meaning, representation** and **audience response**

You need to understand the following:

- Mise en scene
- Sound (not for Section A)
- Camerawork
- Editing (not for Section A)
- Genre and generic conventions
- Narrative
- Layout and design (selection, combination and exclusion of text and images)
- Intertextuality
- Denotation and connotation

Things to consider for each text, this is guidance from the exam board:

Form and considerations	Elements of media language
<p>Newspaper front covers <i>The Sun (2015)</i> and <i>The Guardian (2015)</i> Consider the purpose of this type of product – news, information, constructing aspects of ‘reality’. Broadsheet or tabloid – these each have specific conventions. Consider the newspaper’s political leaning – important in relation to messages and values. Masthead – what does the masthead suggest about the newspaper? What stories are featured – are these hard/soft news stories or a combination? Consider news values and consider the reasons why these stories have been selected. Consider contexts. Does the front page include advertising? This could lead into a discussion about how newspapers are funded.</p>	<p>Codes and conventions Layout and design of front page and other pages Composition – positioning of headlines, images, columns etc. Images/photographs (camera shot type, angle, focus) Font size, type of font (e.g. serif/sans serif) Mise-en-scène – colour, lighting, location, costume/dress, hair/make-up as appropriate Graphics, logos etc. Language – headline, sub-headings, captions Copy included on the front page Anchorage of images and text Elements of narrative</p>

<p>Advertising & Marketing: Print <i>Quality Street</i> (1950s) and <i>This Girl Can</i> (2016) <i>Spectre</i> (2016) and <i>The Man With the Golden Gun</i> (1974) Consider the nature and purpose of this type of product. What is being advertised/marketed? Different types of products have different codes and conventions due to the difference in purpose. Title of product/organisation/campaign/film? Is the product (if appropriate) depicted? If so, how? If not, how is the product established? The brand – is the product/organisation an established brand? What are the key features of/association with the brand? What is the ‘concept’ of the advert? Is there a ‘unique selling point’? Consider contexts.</p>	<p>Codes and conventions Layout and design Composition Images/photographs (camera shot type, angle, focus) Font size, type of font (e.g. serif/sans serif), colour etc. Mise-en-scène – colour, lighting, location, costume/dress, hair/make-up as appropriate Graphics, logos etc. Language – slogan/tagline and any other copy included in the advertisement Anchorage of images and text Elements of narrative Intertextuality</p>
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<p>Magazine front covers <i>Pride</i> (2015) and <i>GQ</i> (2016) Consider the nature and purpose of this type of product. What is the genre/type of magazine? Consider contexts. What is the industry context – mainstream or independent? Consider the target audience. Title of magazine and masthead – what does this suggest about the product and its audience? What is the ‘house style’ of the magazine and how is this established?</p>	<p>Codes and conventions Layout and design Composition - positioning of masthead/headlines, cover lines, images, columns etc. and combination of features. Font size, type, colour etc. Images/photographs (shot type, angle, focus) Mise-en-scene – colour, lighting, location, costume/dress, hair/ make-up as appropriate Graphics, logos etc. Language – cover lines, captions – mode of address Anchorage of images and text</p>
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In the exam you will be asked to explain how one of the set products uses media language to communicate with the audience. The question will ask you to talk about 3 specific things. They could choose from:

Layout, images, written language techniques, mise en scene, narrative, genre, intertextuality, technical codes, visual codes, written codes, camera work, body language and facial expression, use of colour, USE OF ICONOGRAPHY, mode of address, typography, STRUCTURAL FEATURES

How to structure your answer for Media Language.

P	State your POINT .	The question will list three different things that you must talk about and you should aim to write about 1 paragraph (4- 5 sentences) for each thing on the list. Each paragraph is worth 5 marks
E	EXPLAIN clearly what you mean.	Use the PEE paragraph structure. Remember that you need to:
E	Support your explanation with EVIDENCE .	<ul style="list-style-type: none">• Use media terms• Give a detailed example from the text• Explain the effect/ meaning of the example

If you want to challenge yourself and try for a high mark, make sure that you are writing in detail and try to link to a theory that we have studied

What might this look like?

Imagine you have been asked to answer the question below:

1. Discuss how the advertisement for This Girl Can uses codes and conventions of print advertising to create meaning.
In your answer consider the following elements of media language:
 - (a) Print advertising structural features (5)
 - (b) Use of language techniques (5)
 - (c) Layout (5)

You could use this format to answer:

1. The advertisement for This Girl Can uses **(insert the words from a, b or c)** to create meaning.
e.g. The advertisement for This Girl Can uses **print advertising structural features** to create meaning
2. In particular they use the **(insert the words from a, b or c)** of **(give a specific example of a,b or c)**.
e.g. In particular they use the **print advertising structural feature of logos**.
3. An example of this is **(give a specific example from the advert)**
e.g. An example of this is the **Sport England and Lotteries logos in the top left hand corner of the advert**.
4. The reason this has been done is **(explain the effect and/or meaning of your example)**.
e.g. The reason this has been done is **to inform the audience who is behind this advert. By showing the Sport England logo this tells the audience that the campaign is being run by a government organisation so is not being done to make money but to help women get involved in sport. It is also good to include the Lotteries logo as it shows that they are doing good things and helping out the community.**

Question 2A - Context

When looking at media texts it is important to think about what might have had an influence on how they were made and what messages they are sending out. This is called context.

Historical context – how the product reflects the time in which it was made through

Social and **cultural** context – how the product reflects the society and culture in which it was made, or how the text is shaped by cultural influences.

Political context – how the product reflects the political influences/viewpoints at the time it was made

Remember, it is often difficult to separate out the different types of context, do not worry too much, context is context! The table below will help you:

Set Product (Media Form)	Suggested Contexts
Quality Street	Historical Social & Cultural
This Girl Can	Social & Cultural
The Man with the Golden Gun	Historical Social & Cultural
Spectre	Historical Social & Cultural
Pride	Social & Cultural
GQ	Social & Cultural
The Sun	Social & Cultural Political
The Guardian	Social & Cultural Political

Where can I find this information?

You have a booklet where the context of each of the set texts is clearly spelt out. You will need to think about how the context affected the text itself e.g. research showed that many women were not getting involved in physical activity as they feared being judged so the producers of This Girl Can showed an image of a women who did not look perfect but she clearly did not care and was enjoying the physical activity she was engaged with.

If you want additional information, you could have a look at:

- Historical Association – have a range of short podcasts on a variety of topics
www.history.org.uk
- BBC – have lots of accessible articles that are related to recent British history –
<http://www.bbc.co.uk/history/british/modern>
- BBC Newsround – <http://www.bbc.co.uk/newsround/>

How do I revise context?

As this is mostly factual information that you just need to learn – FLASHCARDS will help the most.

when it became more socially acceptable for men to openly care about their looks, clothing and skincare regime.

- Men’s magazines embraced this through their content and advertising. Arguably, the primary role of such magazines is to encourage spending amongst its readers.
- In 2014, Simpson then introduced the term ‘spornosexuals’, men who are extremely body focused, who spend all their time at the gym and make their bodies their best accessory

Using the information above answer this question: Explain how the social and cultural context can influence magazines. Refer to GQ to support your points.

Historical and Political Context of The Sun

- The Sun started life as a broadsheet in 1964, becoming a tabloid in 1969 after being purchased by its current owners.
- In its early years, The Sun nominally supported the Labour party but has moved back and forth between Labour and the Conservatives, depending on party leadership.
- The paper has always been very vocal in telling its readers how they should vote (“Why it must be labour” 1970; “Vote Tory this time” 1979; “Do you really want this old fool to run Britain?” 1983).
- Today, The Sun is described as having political allegiance to the Conservative party and does not support the EU.

Using the information above answer this question: Explain how the historical context can influence newspapers. Refer to The Sun to support your points.

Question 2B - Representation

Representation is about how media producers re-present/ show social groups, events or ideas
It is important to remember that representation is created by media language; it isn't possible to separate the two.

When studying representation you need to make sure you understand:

- The ways the media re-present (instead of presenting) the world, how they construct reality
- The choices media producers make about how to represent groups, events or ideas (and why they make these choices)
- The different ways that stereotypes can be subverted or supported in media texts
- How and why some social groups might be misrepresented or under-represented
- How representations convey a message, value or belief, that is sometimes repeated in a wide range of media products
- How representation reflects the social, historical and cultural context in which they are produced
- The different factors that affect the way an audience responds to representation

This table shows the different groups, events or ideas represented in each of our media products:

Set Product	Representations
Quality Street	Gender Age
This Girl Can	Gender (femininity)
The Man with the Golden Gun	Gender (femininity and masculinity) Ethnicity Global energy crisis
Spectre	Gender (masculinity)
Pride	Ethnicity Gender (femininity)
GQ	Ethnicity Gender (masculinity)
The Sun	Immigration Immigrates Politicians
The Guardian	Refugees Migrant Crisis Politicians

Unseen Texts

In question two you will have to annotate an unseen text and then compare it to one of your set products. This question will always be about representation (however you will also need to embed analysis of media language as this is how representation is created)

You have an additional ten minutes in Section A in order to annotate the unseen text. You need to do this quickly and thoroughly, comparing it to your set text at all times.

Below is a list of questions to ask of any unseen text:

Context

1. When was this text made? How does it reflect that time period?
2. Has the text been shaped by the cultural/social context? Is there a particular message/value?
3. Has the text been shaped by a political or historical context?
4. Has an audience's interpretation of this text changed over time?

Media Language

5. How does the text use mise en scene and camera work to communicate a message or create a representation?
6. How does the combination of media language elements create a narrative?
7. What is the narrative?
8. Has anything been left out? Does this create a narrative?
9. Is technology relevant?
10. Are the codes and conventions of this genre used or ignored?
11. Is there any intertextuality, does that create any additional meaning?
12. What are the connotations of the text as a whole or parts of the text?

Representation

13. How has 'reality' been constructed?
14. How have the producers chosen to represent an event/idea/social group or person?
15. How have the producers used representation to convey a message? What was their purpose?
16. How have stereotypes been used?
17. Has anyone been under represented or misrepresented?
18. What viewpoint/message/value or belief has been represented?
19. What is the social/cultural/political significance of this representation? (Both now and historically, if it's not a contemporary text)
20. How do audiences interpret the representation? What factors influence this?
21. How can you apply representation theory (e.g. Laura Mulvey)?

Practice Analysing Unseen Texts

Compare the representation of gender in the *This Girl Can* advert and the *Rimmel* advert.



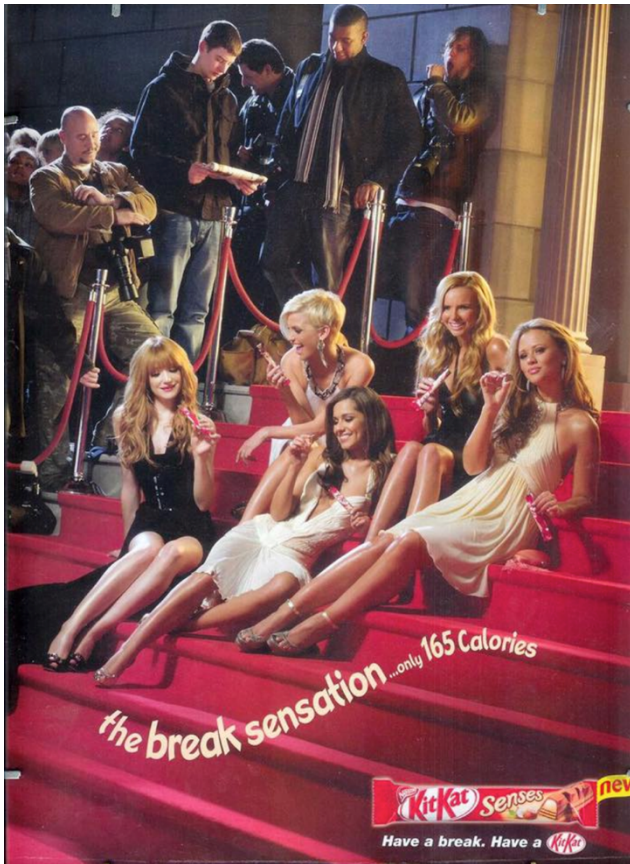
Similarities with *This Girl Can*

Differences with *This Girl Can*

Why have the producers chosen to represent gender in this way?

What messages/values does this advert communicate to the audience?

Compare the representation of gender in the *Quality Street advert* and the *KitKat advert*.



Similarities with Quality Street

Differences with Quality Street

Why have the producers chosen to represent gender in this way?

What messages/values does this advert communicate to the audience?

Compare the representation of gender in the *Pride magazine front cover* and the *Glamour front cover*



Similarities with Pride

Differences with Pride

Why have the producers chosen to represent gender in this way?

What messages/values does this advert communicate to the audience?

Compare the representation of gender and or ethnicity in the *GQ* magazine front cover and *The Hollywood Reporter* magazine front cover.



Similarities with GQ

Differences with GQ

Why have the producers chosen to represent gender and or ethnicity in this way?

What messages/values does this advert communicate to the audience?

Compare the representation of gender in the *Spectre* Poster and the *Spy* Poster



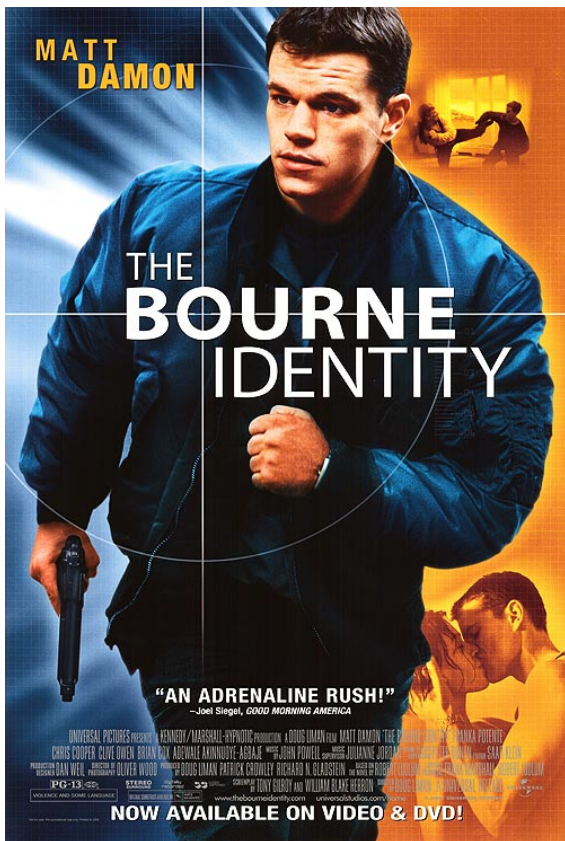
Similarities with *Spectre*

Differences with *Spectre*

Why have the producers chosen to represent gender in this way?

What messages/values does this advert communicate to the audience?

Compare the representation of gender in The Man with the Golden Gun poster and The *Bourne Identity* poster.



Similarities with The Man with the Golden Gun

Differences with The Man with the Golden Gun

Why have the producers chosen to represent gender in this way?

What messages/values does this advert communicate to the audience?

Compare the representation of the issues of immigration in The Sun newspaper and the Daily Mail newspaper.

Similarities with The Sun

Differences with The Sun

Why have the producers chosen to represent the issue in this way?

What messages/values does this advert communicate to the audience?

Compare the representation of the issues of refugees in The Guardian newspaper and The Times newspaper.

NEWSPAPER OF THE YEAR

THE TIMES

Max 17c min 4c Thursday September 3 2015 | thetimes.co.uk | No 7693 Only 80p to print members £1.20

Europe divided

● Political leaders paralysed by crisis over migrant quotas ● Bodies of infants washed up on beaches

David Charter Berlin
Bruno Waterfield Brussels
Michael Savage
Chief Political Correspondent

The harrowing image of a little boy lying lifeless in a policeman's arms dramatically illustrated the human cost of Europe's greatest postwar migration problem as warring political leaders drifted further from a solution to the crisis.

Aylan Kurdi, three, died with his brother Ghalib and their mother while trying to cross a few short miles of the Mediterranean to reach Greece. His body was found on a Turkish beach. As the terrible pictures emerged, eastern European nations defied calls led by Germany to share the huge numbers of migrants fleeing the war in Syria.

Viktor Orban, Hungary's conservative prime minister, will head to Brussels today to make clear that he is not prepared to accept Muslim refugees amid EU threats to withdraw voting rights from member states guilty of discrimination.

The move follows a similar demand from Slovakia and worse in half a dozen former Communist countries as being made to accept quotas of migrants under a scheme to be announced by the European Commission.

David Cameron also gave his clearest indication that he would not cave in to demands from Berlin for Britain to accept more asylum seekers, warning that the crisis could not be solved "simply by taking more and more refugees."

At the political response across Europe was mixed in recriminations, thousands more migrants were on the move, with Germany saying that 100 people were crossing its border illegally every hour. British police intercepted a ferry on Tyne-side last night, carrying 20 migrants from Albania and Syria. It had come from the Netherlands.

Thousands more hit an unexpected blockade in Budapest, where the Hungarian authorities charged policy and prevented any migrants from boarding trains to the West. The decision came after complaints from Berlin that Hungary was failing to follow EU rules to register asylum seekers and was simply waving them through.

The European system for asylum appeared increasingly in tatters after Czech police said that they would not prevent migrants registered in Hungary from travelling to Germany.

Franz Timmermans, vice-president of the European Commission, said that Brussels was ready to punish countries



The body of Aylan Kurdi, three, was found on a Turkish beach yesterday after his family perished while trying to reach Europe

in eastern Europe with the loss of EU voting rights and funding if they failed to implement rules on asylum.

He warned that the crisis was undermining international rules on asylum for refugees, highlighting a "swearing rise in anti-Muslim hatred" and signalling his readiness to take on "highly sensitive challenges to the rule of law."

The Dutch commissioner said: "The forces of bigotry and populism, of racism and xenophobia are on the rise, and we simply cannot let them gain ground." He was prepared to use an article of the EU treaty that can lead to the suspension of a member state's rights, including voting rights.

The measure, with which Hungary was threatened this year, allows the EU to bar a country from voting on legislation or Brussels spending. The EU can also suspend national vetoes and freeze all funding.

Mr Orban has already been upgraded over a call for internment camps for immigrants before backtracking over the summer, but he has continued to warn that migration threatens "European values and the European nation."

Mr Cameron hardened his stance and calls from within his own party for Britain to take in more refugees. "We have taken a number of genuine asylum seekers from Syrian refugee camps and we know that under review, but we think the most important thing is to try to bring peace and stability to that part of the world," he said. "I do not think there is an answer that can be achieved simply by taking more and more refugees."

Sir Mick Davis, a former chief executive of the mining company Astra and a Tory donor, told The Times that Britain had a proud history of having welcomed Jews fleeing the Nazis and must not shut itself off from modern crises.

Johnny Mercer, the Tory MP for Plymouth Moor View, said that he would like to see Britain do more in taking in refugees. "We have always led the world in looking after people who can't look after themselves," he said.

On the eve of talks in Brussels, Mr Orbán's government signalled support for Slovakia's refusal to accept Muslim refugees. "We are concerned about the capacity of Hungarian society, which contrary to Germany is not used to having foreign religions or a strong Muslim presence," George Prokai, a Hungarian minister, said. "Entry to a country cannot be determined centrally by Brussels."

Next week Jean-Claude Juncker, the Commission president, will be continued on page 2, col 5

Similarities with The Sun

Differences with The Sun

IN THE NEWS					
Future of healthcare Patients will have access to their GP records on their smartphones within a year, Jeremy Hunt said. They will be able to update their data from wearable monitors. Page 2	Charity's wasted cash The Halo Trust, the landmine charity backed by Diana, Princess of Wales, spent almost £200,000 on a promotional film that was never shown. Page 4	Corbyn 'abuse failure' Jeremy Corbyn might have failed to speak out more over one of Britain's worst abuse scandals because the children were the "wrong sort", a lawyer claimed yesterday. Page 29	Kremlin backs Syria Russian forces are fighting alongside President Assad's forces, according to footage on Syrian state television in which the most advanced vehicle in Russia's army appeared. Page 30	Treasury accused NS&I, the state-owned savings bank, has been accused of creaming off customers from the private sector after it attracted £5.4 billion in the three months to June. Page 37	'Crazy' transfer fee Anthony Martial, Manchester United's new £34-million signing, said it was "quite crazy" that he was now the most expensive teenager in world football. Page 72

Why have the producers chosen to represent the issue in this way?

What messages/values does this advert communicate to the audience?

HOW TO ANSWER A QUESTION ON REPRESENTATION.

Question:

For this question you will need to write an essay where you talk about two texts and the way in which they represent gender or age or ethnicity or different groups of people. One text we will have studied in class but other will be something you have not studied. An essay means you need to write at least 4 paragraphs.

Key Words

Representation
Similarities
Different
Context
Purpose
Target audience
Message

P 1 - Introduction

In your introduction you need to name the texts, say one way in which the texts are similar, say one way in which the texts are different. You could make one more point about the texts based on the bullet points in the question

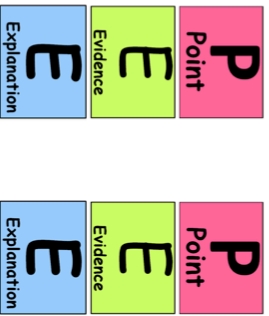


Sentence Starters

In this essay I am going to talk about the representation of
The media texts I am going to talk about are ...
One way they are similar is
One way they are different is
Another key point I am going to make is

P 2 - Similarities

In this paragraph you need to talk about at least one way in which the two texts represent things in a similar way. You should use the PEE Structure



Sentence Starters

One way in which both texts are similar is...
An example that shows this similarity is
I think they are similar because....

P 3 - Differences

In this paragraph you need to talk about at least one way in which the two texts represent things in a different way. You should use the PEE Structure



Sentence Starters

One way in which both texts are similar is...
An example that shows this similarity is
I think they are similar because....

P 4 - Conclusions

In this paragraph you need to make conclusions about why the people who made the text chose to do what they did. You need to think about when the text was made (is it an old text, how does it reflect the time it was made), why was the text made (to sell something, change people's attitudes, to make people buy it) and the messages it might have.



Sentence Starters

I think the texts are similar because...
I think the texts are different because...
A message to the audience is...
I think this is good/bad because...

Texts

Pride
Magazine
GQ Magazine
Quality Street
This Girl Can
The Sun
The Guardian

Now that you have considered the sets texts and an unseen text you are ready to try to write an essay style response

HOW TO ANSWER A QUESTION ON REPRESENTATION.

Question:

- Key Words
- Representation
- Similarities
- Different
- Context
- Purpose
- Target audience
- Message

P 1 - Introduction

P 2 - Similarities

P 3 - Differences

P 4 - Conclusions

Texts

Choose two of the unseen texts that you have just analysed and try to write an essay

HOW TO ANSWER A QUESTION ON REPRESENTATION.

Question:

Key Words

Representation
Similarities
Different
Context
Purpose
Target audience
Message

P 1 - Introduction

P 2 - Similarities

P 3 - Differences

P 4 - Conclusions

Texts