

MEDIA AT THE BOURNE ACADEMY

BTEC Tech Award (Pearson):

The BTEC Tech Award at KS4 has been developed for students wishing to experiment creatively within the sectors operating under the media umbrella. Students will investigate and explore media products in the moving-image (film and television), audio (music, radio, podcasts), publishing (newspapers, magazines, posters), and interactive media (app, games) sectors. There are three components of study over two-three years.

Component titles	Assessment type	GLH	% of qualification
1. Exploring Media Products	Internal assessment	36	30
2. Developing Digital Media Production Skills	Internal assessment	36	30
3. Create a Media Product in Response to a Brief	Externally assessed task (synoptic)	48	40

Component 1

Task 1

Primary/secondary target audience for past and present media products across all three sectors.

The purpose of each product and the relationship between product, audience and purpose.

How the stages of production, distribution and marketing have helped shape the products for their specific purpose and audience.

Task 2

Focus on publishing products. Analyse how products have been constructed to generate meaning for a specific audience and how the audience responds to the product. Consideration of narrative, generic influences, representation, genre and audience.

Analysis of media production techniques to create meaning for audiences (e.g. Layout and design, typography, photographic techniques and image editing techniques)

Evidence of workshops showing experimentation with the use of codes, conventions, representation and production techniques when developing ideas for media products within publishing.

Component 2

Task 1

Create a portfolio showing development of media production skills and techniques in publishing. Produce detailed planning demonstrating a wide range of skills and techniques for creating content (e.g. writing content for a magazine, shooting photographs, creating graphics) demonstrating skilful and creative experimentation with production and post production skills to combine and refine content (editing, adding effects, combining content into finished published product).

Task 2

Select an existing product to update or re imagine, recreating it so it is still recognisable but made up to date for a new audience e.g. a double page spread from a magazine.

Create pre-production documents to show how you are going to rework the product e.g. draft layout. Discuss with others and then refine to create finished plans.

Use the plan to create the content (take photographs, create graphics etc).

Experiment with post production skills to edit together the content and produce a final reworked product. Optimise and export. Test it works. Keep a log of the techniques used including annotated screenshots of editing decision and processes.

Task 3

Using the log produce a report that assesses the finished product and processes used. Including development and application of skills and techniques, changes in response to feedback, strengths and areas for development, actions and targets for future development. Comparisons with the way you worked and professional working practice.

Component 3

Activity 1: Generating ideas

Carry out research. Complete an ideas log providing information on your idea and how it will meet the brief with reference to target audience, communication of the message, other media products or trends that influenced your idea. The content of your idea (pages and screens) and style (house style etc). All with consideration of the target audience.

Activity 2: Planning materials for a website

Produce the layout and design for each screen including the positioning of text, images and any other assets, note on design features, notes on interactivity, navigation, movement and sound

Four weeks collecting/generating material/assets.

Activity 3: Final media product (2/3 web pages)

Create 2/3 webpages using the material/assets collected following the plan.

Media Studies A Level (Eduqas):

Media studies at A Level is an excellent extension of the skills learnt at GCSE covering the key skills of analysing Media in more depth and to a higher level. The course is available to students who have not taken Media Studies at GCSE, but a strong interest in the subject is recommended.

Students start the year learning core skills of Media using the textual analysis tool kit, analysing examples from print and audio visual aspects of the media industry looking at media representation and responses. After learning the textual analysis tool kit, students will learn specific case studies that will help prepare them for their exam. Alongside learning the theory side of the media industry student learn to develop creatively learning media production processes which forms the course work element of the course.

A Level Media Studies Course at a Glance:

Exam: Paper 1 Section A – Analysing media Language and Representation			
Media Form:	Compulsory Key Text(s):	Key Concepts:	Theory:
Advertising and Marketing	<i>Tide</i> print advert (1950s)	Media Language	Semiotics (Barthes) Structuralism (Levi Strauss)
	<i>WaterAid</i> moving image advert (2016)	Representation	Representation (Hall) Identity (Gauntlett) Feminism (Van Zonen, Hooks)
<i>Kiss of the Vampire</i> film poster (1963)			
Newspapers	<i>The Daily Mirror</i> , (November 10, 2016.) Front page and article on US election.	Media Language	Semiotics (Barthes) Structuralism (Levi Strauss)
	<i>The Times</i> , (November 10, 2016.) Front and back pages.	Representation	Representation (Hall)
Music Video	<i>Riptide</i> – Vance Joy (2013)	Media Language	Semiotics (Barthes) Structuralism

	Formation – Beyoncé (2016)		(Levi Strauss)
		Representation	Representation (Hall) Identity (Gauntlett) Feminism (Van Zonen, Hooks) Ethnicity and Post colonialism (Gilroy)

Exam: Paper 1 Section B – Understanding Media Industries and Audiences

Media Form:	Compulsory Key Text(s):	Key Concepts:	Theory:
Advertising	Tide print advert (1950s) WaterAid moving image advert (2016)	Media Audiences	Cultivation (Gerbner) Reception (Hall)
Film Marketing	Straight Outta Compton (2015) I, Daniel Blake (2016) One trailer, one poster and selected scenes from each film including opening credits and at least one other appropriate scene.	Media Industries	Power and Media Industries (Curran and Seaton) Regulation (Livingstone and Lunt) Cultural Industries (Hesmondhalgh)
Newspapers	The Daily Mirror The Times	Media Industries	Power and Media Industries (Curran and Seaton) Regulation (Livingstone and Lunt)

	One complete print edition of each newspaper and selected pages from each newspaper's website		Cultural Industries (Hesmondhalgh)
		Media Audiences	Cultivation (Gerbner) Reception (Hall)
Radio	BBC Radio 4 - <i>Late Night Woman's Hour</i> (28 th October, 2016)	Media Industries	Power and Media Industries (Curran and Seaton) Regulation (Livingstone and Lunt)
		Media Audiences	Reception (Hall) Fandom (Jenkins) End of Audience (Shirky)
Video Games	<i>Assassin's Creed III: Liberation</i> (2012)	Media Industries	Power and Media Industries (Curran and Seaton) Regulation (Livingstone and Lunt) Cultural Industries (Hesmondhalgh)
		Media Audiences	Effects (Bandura) Reception (Hall) Fandom (Jenkins) End of Audience (Shirky)
Exam Paper 2 Media Forms and Products in Depth - Section A: Television in the Global Age			

Media Form:	Compulsory Key Texts:	Key Concepts:	Theory:
Television	<p><i>Life on Mars</i></p> <p>UK –BBC (Series 1 Episode 1 – 2006)</p> <p><i>The Bridge</i></p> <p>Denmark DR1/Sweden SVT1(Season 3 Episode 1 – 2015)</p>	Media Language	<p>Narratology (Todorov)</p> <p>Genre (Neale)</p> <p>Structuralism (Levi Strauss)</p>
		Representation	<p>Representation (Hall)</p> <p>Feminism (Van Zonen, Hooks)</p> <p>Gender Performativity (Butler)</p>
		Industries	<p>Regulation (Livingstone and Lunt)</p> <p>Cultural Industries (Hesmondhalgh)</p>
		Audiences	<p>Reception (Hall)</p> <p>Fandom (Jenkins)</p>

Exam Paper 2 Media Forms and Products in Depth - Section B: Magazines – Mainstream and Alternative Media

Media Form:	Compulsory Key Texts:	Key Concepts:	Theory:
Magazines	<p><i>Vogue</i></p> <p>Conde Nast (July 1965)</p> <p><i>The Big Issue</i></p>	Media Language	<p>Semiotics (Barthes)</p> <p>Structuralism (Levi Strauss)</p>
		Representation	<p>Identity (Gauntlett)</p> <p>Feminism (Van Zonen, Hooks)</p>

	Dennis & The Big Issue Ltd (October 17-23 2016, no. 1227)	Industries	Power and Media Industries (Curran and Seaton) Regulation (Livingstone and Lunt)
		Audiences	Cultivation (Gerbner) Reception (Hall)

Exam Paper 2 Media Forms and Products in Depth - Section C: Magazines – Mainstream and Alternative Media

Media Form:	Compulsory Key Texts:	Key Concepts:	Theory:
Online Products	<i>PointlessBlog</i> <i>DesiMag</i> OR <i>Zoella</i> <i>Attitude</i>	Media Language	Semiotics (Barthes) Structuralism (Levi Strauss) Postmodernism (Baudrillard)
		Representation	Representation (Hall) Identity (Gauntlett) Gender Performativity (Butler) Ethnicity and Postcolonialism (Gilroy)
		Industries	Regulation (Livingstone and Lunt) Cultural Industries (Hesmondhalgh)
		Audiences	Cultivation (Gerbner) Fandom (Jenkins) End of Audience

			(Shirky)
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Where Can Media Studies Lead You?

The study of media can lead to many different path ways both creative and academic. By studying media students learn to develop valued opinions of the world today, learning to challenge and analyse different forms of media and what it is communicating. Creatively students learn design and production skills, opening up many career opportunities and further education courses both locally and nationally. As Bournemouth is the creative hub for Media in the UK both for education and industry. Careers open to students taking Media studies at A level could be any of the following: graphic design, games design, journalism, publishing, film directing and advertising. The A Level Media course at the Bourne Academy has strong links with the working media industry, and gives students the best chance to get involved with the industry that they love.

If you have any questions about the curriculum or about your child's progress during the year, please email the Subject Leader Manisha.Meisuria@thebourneacademy.com