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| **What will we be learning?**  **Analysing Media Language and Representation**  **Set products:**  *Tide* print advertisement (1950s)  *Super. Human.* Tokyo 2020 Paralympic Games audio-visual advertisement (2020)  *Kiss of the Vampire* film poster (1963)  *Daily Mirror*, February 01, 2022 front page and article on ‘Partygate’  *The Times*, February 01, 2022 front page  *Underdog*, Alicia Keys (2020)  *Little Bit of Love*, Tom Grennan (2021)  Range of unseen products | **Why this? Why now?**  This unit provides the foundations of the course, allowing you to engage with the first part of the theoretical framework. It allows you to build on your literacy skills and skills of analysis from GCSE English Language.  To ensure you have a thorough understanding of the following media forms: advertising, marketing, music video and newspapers.  To develop skills of textual and critical analysis.  To understand the construction of the exam questions.  **This is a compulsory A level Media Studies component.**  **Your studied set products will be an examined part of your A level (Component 1: Media Products, Industries and Audiences – Section A).** | **Key Words:**  **Media language:**  Codes and conventions  Denotation  Connotation  Semiotics  Signification  Mise-en-scène  Diegetic/non-diegetic sound  Action code  Enigma code  Equilibrium/disequilibrium  Genre  Intertextuality  Anchorage  Binary opposites  House style  Linear/non-linear narrative  **Representation:**  Stereotype  Role model  Ideology  Hegemony  Misrepresentation  Realism  Patriarchal  Objectification  Identification  Pick and mix  Gender performativity  Otherness |
| **What will we learn?**  To understand how the media through their forms, codes, conventions and techniques communicate meanings  To understand how the media portray events, issues, individuals and social groups  To demonstrate skills of enquiry, critical thinking and analysis  To apply theoretical knowledge and specialist subject specific terminology to analyse and compare media products and the contexts in which they are produced and consumed  To make informed arguments, reach substantiated judgements and draw conclusions about media issues  To engage in critical debate about academic theories used in Media Studies  To analyse critically and compare how media products construct and communicate meanings through the interaction of media language and audience response | |
| **What opportunities are there for wider study?**   * Eduqas Digital Resources (on Eduqas A Level Media Studies page) * MediaMagazine Online (Username: HighcliffeSchool1 Password: Highcliffe1) * Curriculum Press factsheets * The Media Show, BBC Radio 4   Media products: advertising, marketing, music video and newspapers | |
| **How will I be assessed?**   * Formal in-class assessments using exam style questions * Internal mock examination (during internal exam period) | |