

Name:
Class:

GCSE Media Studies



Unit Knowledge Organisers



Component 1: Exploring the Media

Name:

Class:

Section A: Exploring Media Language and Representation – Film Marketing

Unit: Component 1: Section A&B: Film Marketing

Purpose of Unit:

- To gain an overview of how **contexts** impact film production
- To understand the **codes and conventions** of film posters
- To be able to identify how meaning is communicated through **media language**
- To be able to analyse **representations** within film posters

Key Learning/Knowledge:

- What are the relevant contexts of the two films?
- How does the historical context link with production of the films?
- What are the conventions of film posters?
- What are the conventions of the Bond Franchise?
- How can you identify target audiences of the films?
- How does the media language in the posters create meaning for the audience?
- How has the audience been targeted through the film posters?
- How has narrative been constructed within the film posters?
- How has masculinity/femininity been represented in both of the posters?
- How can theoretical perspectives be applied to the film posters?

Key Skills:

- The ability to analyse film posters using media language as a tool to unpick deeper meanings
- To understand how context can influence a production
- To apply theoretical perspectives to the set texts
- To write extended responses on the two set texts

Key Vocabulary and meanings:

Stereotypes – an assumption made about people who are part of a particular demographic

Genre – the category or type of film, for example action or sci-fi

Symbolic Codes – the symbolic meaning behind what something represents, for example red can symbolise violence

Conventions – typical aspects that are expected of the genre, for example all film posters will include the title of the film

Iconography – the visual symbols linked to a text for example, a gun is part of the action iconography

Context – the circumstances in which a text is produced, this can be social, political, historical or cultural

Representation – how people/places/issues/events are portrayed through a text

Connotes – the symbolic meaning behind the media language

Mise en scene – the 5 elements which help you analyse the media language, for example, body language and facial expression

Links to prior knowledge/learning:

The basic analysis skills learnt during the introduction units will support the analysis of the film posters and the application of theoretical perspectives to the texts.

Cross Curricular link/ World Issues:

- Damaging effect of stereotyping in the media industry – representation of gender and ethnicity within the film industry
- Gender equality and divide in the film industry
- Budgets and box office statistics linked with the whole school numeracy strategy

Section A: Exploring Media Language and Representation – Film Marketing:

Name:

Class:

Knowledge self-assessment grid

Date:						
Knowledge	R	A	G	R	A	G
Can you explain the cultural, social, historical, political contexts of the two set texts?						
Can you explain the conventions of film posters on the two set texts?						
Can you identify the conventions of the Bond franchise ?						
Can you explain the target audience for the Bond films?						
Can you explain how meaning is created in the posters through use of media language ?						
Can you explain how narrative has been construed within the two set texts?						
Can you analyse how representations of masculinity and femininity have been explored in the two texts?						
Can you remember the names of any theories which you could apply to the film posters?						
How confident do you feel comparing the posters to an unseen text?						

Use this space to make notes on the areas you need to revisit:

Component 1: Exploring the Media

Section A: Exploring Media Language and Representation – Magazines

Name:

Class:

Unit: Component 1: Section A: Magazine

Purpose of Unit:

- To gain an overview of how **contexts** impact magazines
- To understand the **codes and conventions** of magazines
- To be able to identify how meaning is communicated through **media language**
- To be able to analyse **representations** within magazines

Key Learning/Knowledge:

- What are the relevant contexts of the two magazines?
- How does the historical context link with production of the magazines?
- What are the conventions of magazines?
- What are the conventions of Vogue and GQ?
- How can you identify target audiences of the magazines?
- How does the media language in the magazines create meaning for the audience?
- How has the audience been targeted through the front covers?
- How has narrative been constructed within the front covers?
- How has masculinity/femininity been represented in both of the magazines?
- How can theoretical perspectives be applied to the magazines?

Key Skills:

- The ability to analyse magazines using media language as a tool to unpick deeper meanings
- To understand how context can influence a production
- To apply theoretical perspectives to the set texts
- To write extended responses on the two set texts

Key Vocabulary and meanings:

Stereotypes – an assumption made about people who are part of a particular demographic

Genre – the category or type of film, for example action or sci-fi

Symbolic Codes – the symbolic meaning behind what something represents, for example red can symbolise violence

Conventions – typical aspects that are expected of the genre, for example all film posters will include the title of the film

Iconography – the visual symbols linked to a text for example, a gun is part of the action iconography

Context – the circumstances in which a text is produced, this can be social, political, historical or cultural

Representation – how people/places/issues/events are portrayed through a text

Connotes – the symbolic meaning behind the media language

Mise en scene – the 5 elements which help you analyse the media language, for example, body language and facial expression

Links to prior knowledge/learning:

The basic analysis skills learnt during the introduction units will support the analysis of the magazines and the application of theoretical perspectives to the texts.

Cross Curricular link/ World Issues:

- Damaging effect of stereotyping in the media industry – representation of gender and ethnicity within the magazine industry
- Gender equality and divide in the magazine
- Circulation statistics linked with the whole school numeracy strategy

Section A: Exploring Media Language and Representation – Magazines:
Knowledge self-assessment grid

Name:

Class:

Date:						
Knowledge	R	A	G	R	A	G
Can you explain the cultural, social, historical, political contexts of the two set texts?						
Can you explain the conventions of magazines on the two set texts?						
Can you identify the conventions of Vogue and GQ?						
Can you explain the target audience for the magazines						
Can you explain how meaning is created in the magazines through use of media language ?						
Can you explain how narrative has been construed within the two set texts?						
Can you analyse how representations of masculinity and femininity have been explored in the two texts?						
Can you remember the names of any theories which you could apply to the magazines?						
How confident do you feel comparing the posters to an unseen text?						

Use this space to make notes on the areas you need to revisit:

Component 1: Exploring the Media
Section A: Exploring Media Language and Representation - Advertisements

Name:

Class:

Unit: Component 1: Section A: Advertisements

Purpose of Unit:

- To gain an overview of how **contexts** impact media production
- To understand the **codes and conventions** of adverts
- To be able to identify how meaning is communicated through **media language**
- To be able to analyse **representations** within the adverts

Key Learning/Knowledge:

- What are the relevant contexts of the two adverts?
- How does the historical context link with production of the adverts?
- What are the conventions of adverts?
- What are the conventions of advertising?
- How can you identify target audiences of the adverts?
- How does the media language in the adverts create meaning for the audience?
- How has the audience been targeted through the adverts?
- How has narrative been constructed within the adverts?
- How has masculinity/femininity been represented in both of the adverts?
- How can theoretical perspectives be applied to the adverts?

Key Skills:

- The ability to analyse adverts using media language as a tool to unpick deeper meanings
- To understand how context can influence a production
- To apply theoretical perspectives to the set texts
- To write extended responses on the two set texts

Key Vocabulary and meanings:

Stereotypes – an assumption made about people who are part of a particular demographic

Genre – the category or type of film, for example action or sci-fi

Symbolic Codes – the symbolic meaning behind what something represents, for example red can symbolise violence

Conventions – typical aspects that are expected of the genre, for example all film posters will include the title of the film

Iconography – the visual symbols linked to a text for example, a gun is part of the action iconography

Context – the circumstances in which a text is produced, this can be social, political, historical or cultural

Representation – how people/places/issues/events are portrayed through a text

Connotes – the symbolic meaning behind the media language

Mise en scene – the 5 elements which help you analyse the media language, for example, body language and facial expression

Links to prior knowledge/learning:

The basic analysis skills learnt during the introduction units will support the analysis of the adverts and the application of theoretical perspectives to the texts.

Cross Curricular link/ World Issues:

- Damaging effect of stereotyping in the media industry – representation of gender and ethnicity within the advertising industry
- Gender equality and divide in the advertising industry
- Statistics linked with the whole school numeracy strategy

Date:

Knowledge

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Name:

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Can you explain the cultural, social, historical, political contexts of the two set texts?						
Can you explain the conventions of adverts on the two set texts?						
Can you identify the conventions of the QS and TGC campaigns?						
Can you explain the target audience for the adverts?						
Can you explain how meaning is created in the adverts through use of media language ?						
Can you explain how narrative has been construed within the two set texts?						
Can you analyse how representations of masculinity and femininity have been explored in the two texts?						
Can you remember the names of any theories which you could apply to the adverts?						
How confident do you feel comparing the adverts to an unseen text?						

Use this space to make notes on the areas you need to revisit:

Component 1: Exploring the Media

Section A: Exploring Media Language and Representation – Newspapers

Unit: Component 1: Section A&B: Newspapers

Purpose of Unit:

Name:

Class:

- To gain an overview of how **contexts** impact newspaper production
- To understand the **codes and conventions** of newspapers
- To be able to identify how meaning is communicated through **media language**
- To be able to analyse **representations** within newspapers

Key Learning/Knowledge:

- What are the relevant contexts of the newspapers?
- How does the historical context link with production of the newspapers?
- What are the conventions of newspapers?
- What are the conventions of tabloids and broadsheets?
- How can you identify target audiences of the newspapers?
- How does the media language in the newspapers? create meaning for the audience?
- How has the audience been targeted through the newspapers?
- How has narrative been constructed within the newspapers?
- How have issues been represented in both of the newspapers?
- How can theoretical perspectives be applied to the newspapers?

Key Skills:

- The ability to analyse film posters using media language as a tool to unpick deeper meanings
- To understand how context can influence a production
- To apply theoretical perspectives to the set texts
- To write extended responses on the two set texts

Key Vocabulary and meanings:

Stereotypes – an assumption made about people who are part of a particular demographic

Genre – the category or type of film, for example action or sci-fi

Symbolic Codes – the symbolic meaning behind what something represents, for example red can symbolise violence

Conventions – typical aspects that are expected of the genre, for example all film posters will include the title of the film

Iconography – the visual symbols linked to a text for example, a gun is part of the action iconography

Context – the circumstances in which a text is produced, this can be social, political, historical or cultural

Representation – how people/places/issues/events are portrayed through a text

Connotes – the symbolic meaning behind the media language

Mise en scene – the 5 elements which help you analyse the media language, for example, body language and facial expression

Links to prior knowledge/learning:

The basic analysis skills learnt during the introduction units will support the analysis of the film posters and the application of theoretical perspectives to the texts.

Cross Curricular link/ World Issues:

- Damaging effect of stereotyping in the media industry – representation of issues and political bias
- Gender equality and divide in the newspaper industry
- Circulation statistics linked with the whole school numeracy strategy

Date:

Knowledge

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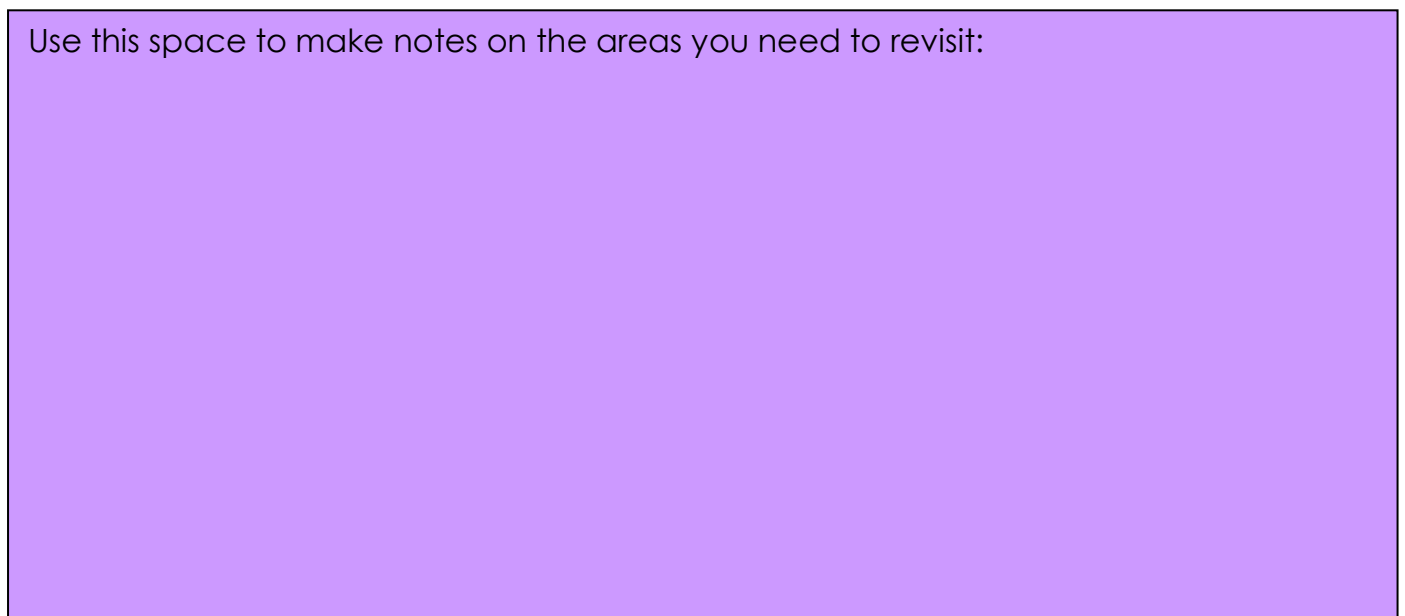
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Name:

Class:

Can you explain the cultural, social, historical, political contexts of the two set texts?						
Can you explain the conventions of the newspapers on the two set texts?						
Can you identify the conventions of tabloids and newspapers?						
Can you explain the target audience for the newspapers?						
Can you explain how meaning is created in the newspapers through use of media language ?						
Can you explain how narrative has been construed within the two set texts?						
Can you analyse how representations of issues have been explored in the two texts?						
Can you remember the names of any theories which you could apply to the newspapers?						
How confident do you feel comparing the newspapers to an unseen text?						

Use this space to make notes on the areas you need to revisit:



Name:

Class:

Component 1: Exploring the Media
Section B – Exploring Media Industries and Audiences – Radio

Unit: Component 1: Section B: Radio	
Purpose of Unit: <ul style="list-style-type: none">• To gain an overview of how contexts impact radio production• To understand the codes and conventions of radio drama shows• To be able to identify how meaning is communicated through media language	
Key Learning/Knowledge: <ul style="list-style-type: none">• What are the relevant contexts of The Archers?• How does the historical context link with production of The Archers?• What are the conventions of radio drama shows?• What are the conventions of The Archers Franchise?• How can you identify target audiences of The Archers?• How has the audience been targeted through The Archers?• How have the audience been encouraged to participate with the narratives portrayed?• How has narrative been constructed within The Archers?• How have issues been represented in The Archers?• How can theoretical perspectives be applied to The Archers?	Key Vocabulary and meanings: <p>Stereotypes – an assumption made about people who are part of a particular demographic</p> <p>Genre – the category or type of film, for example action or sci-fi</p> <p>Conventions – typical aspects that are expected of the genre, for example all film posters will include the title of the film</p> <p>Context – the circumstances in which a text is produced, this can be social, political, historical or cultural</p> <p>Representation – how people/places/issues/events are portrayed through a text</p>
Key Skills:	

Name:

Class:

<ul style="list-style-type: none">• The ability to analyse The Archers and understand audience appeal• To understand how context can influence a production• To apply theoretical perspectives to the set text• To write extended responses on the set text	<p>Connotes – the symbolic meaning behind the media language</p> <p>OFCOM – the regulator who is in charge of regulating television and Radio</p> <p>BBC – the British Broadcasting Corporation</p> <p>BARB – the Broadcasters' Audience Research Board</p>
<p>Links to prior knowledge/learning: The basic analysis skills learnt during the introduction units will support the analysis of The Archers and the application of theoretical perspectives to the texts.</p>	
<p>Cross Curricular link/ World Issues:</p> <ul style="list-style-type: none">• Damaging effect of stereotyping in the media industry – representation of gender and issues within the Radio Industry• Gender equality and divide in the radio industry• Listening statistics linked with the whole school numeracy strategy	

	Date:					
Knowledge	R	A	G	R	A	G
Can you explain the cultural, social, historical, political contexts of The Archers?						
Can you explain the conventions of The Archers?						
Can you identify the conventions of a radio drama show?						
Can you explain the target audience for The Archers?						
Can you explain how audiences engage with the text?						
Can you explain how narrative has been construed within The Archers?						
Can you analyse how representations of issues in The Archers?						
Can you remember the names of any theories which you could apply to The Archers?						
How confident do you feel applying u&g theory to The Archers?						

Name:

Class:

Use this space to make notes on the areas you need to revisit:

Component 1: Exploring the Media
Section B – Exploring Media Industries and Audiences – Video Games

Unit: Component 1: Section B: Video Games

Purpose of Unit:

- To gain an overview of how **contexts** impact game production
- To understand the **codes and conventions** of video games
- To be able to identify how meaning is communicated through **media language**

Key Learning/Knowledge:

- What are the relevant contexts of Fortnite?
- How does the historical context link with production of the game?
- What are the conventions of games?
- What are the conventions of the Fortnite Franchise?
- How can you identify target audiences of the Fortnite?
- How has the audience been targeted through the game and the website?
- How have the audience been encouraged to participate with the game?
- How can theoretical perspectives be applied to the film posters?

Key Skills:

- To understand how context can influence a production
- To apply theoretical perspectives to the set texts
- To write extended responses on the set text

Key Vocabulary and meanings:

Stereotypes – an assumption made about people who are part of a particular demographic

Genre – the category or type of film, for example action or sci-fi

Symbolic Codes – the symbolic meaning behind what something represents, for example red can symbolise violence

Conventions – typical aspects that are expected of the genre, for example all film posters will include the title of the film

Iconography – the visual symbols linked to a text for example, a gun is part of the action iconography

Context – the circumstances in which a text is produced, this can be social, political, historical or cultural

PEGI – Pan European Game Information is who regulates the games industry

Name:

Class:

Links to prior knowledge/learning:

The basic analysis skills learnt during the introduction units will support the analysis of the film posters and the application of theoretical perspectives to the texts.

Cross Curricular link/ World Issues:

- Damaging effect of stereotyping in the media industry
- Gender equality and divide in the film industry
- Budget and sales statistics linked with the whole school numeracy strategy

Date:						
Knowledge	R	A	G	R	A	G
Can you explain the cultural, social, historical, political contexts of Fornite?						
Can you explain the conventions of video games						
Can you identify the conventions of the Fortnite franchise ?						
Can you explain the target audience for the game						
Can you explain how the target audience have been targeted through the website and the game?						
Can you explain how narrative has been construed within the game?						
Can you remember the names of any theories which you could apply to the game?						

Name:
Class:

Use this space to make notes on the areas you need to revisit:

