

WJEC Eduqas GCE AS in MEDIA STUDIES

Sample Outline Schemes of Work Component 1



Component 1 Section A&B: Advertising & Marketing (3 weeks)		
Weeks	Areas of Framework	Content
1–2	Media language Representation Contexts (Section A)	<p>Introduction to marketing and advertising – purpose/defining features of these forms.</p> <p>Commercial print advertising – brief history/overview. Semiotic analysis of <i>Tide</i> print advert – use of media language; codes and conventions to persuade/sell the product.</p> <p>Analysis of the representation of gender, consider stereotypes, values, and beliefs; apply representation theory (Hall), identity theory (Gauntlett).</p> <p>Historical and social/cultural contexts – post-war period, consumer culture.</p> <p>Film marketing – brief history/overview of Hammer Horror. Semiotic analysis of the <i>Kiss of the Vampire</i> poster – media language including meanings, codes and conventions, technological developments and values/beliefs.</p> <p>Context – 1960s, period of societal change.</p> <p>Analysis of representations including gender stereotypes, the effect of historical/social/cultural context; consider/apply representation theory (Hall), identity theory (Gauntlett).</p> <p>Comparative adverts e.g. other adverts and film posters – learners research and analyse different advert.</p> <p>Possible practical tasks e.g. planning or designing a draft film poster or DVD cover, training on DTP software – if offering the film marketing brief for Component 3.</p> <p>Charity advertising – brief overview/context.</p> <p>Codes and conventions of audio-visual advertising – could show brief examples of advertising campaigns from different charities (e.g. Barnardo's, Red Cross, etc.)</p> <p>Background to WaterAid.</p> <p>Semiotic analysis of <i>Claudia Sings</i> advert – media language including the combination of elements, intertextuality, and</p>

		<p>subversion of conventions; consider.</p> <p>Analysis of representation – gender, ethnicity, age, underrepresentation of social groups, versions of reality; consider/apply representation theory (Hall).</p> <p>Social/cultural contexts.</p>
3	Audiences (Section B)	<p>Target audience for each product and appeals to these audiences</p> <p>Interpretations/responses to the products in relation to the relevant social, cultural, and historical circumstances.</p> <p>Consider/apply cultivation theory (Gerbner), reception theory (Hall).</p> <p>Exam focus: Section B audience question – test.</p>

Component 1 Section A: Newspapers (3 weeks)		
Weeks	Areas of framework	Content
1	Media language Representation Media Industries Contexts	<p>Introduction to newspapers – overview codes and conventions, notions of constructing reality.</p> <p>Tabloid v. broadsheet newspapers, introduce <i>The Daily Mirror</i> – initial student research task into organisations & political context etc.</p> <p>Background context to American election, social and cultural context.</p> <p>Initial analysis of <i>The Daily Mirror</i> front page from November 2016; analyse a range of front covers from the same day or others covering different aspects of the election or inauguration – learners could independently research and analyse one additional front cover.</p> <p>Detailed semiotic analysis of <i>The Daily Mirror</i> front cover front page and article from November 2016; use of media language to communicate meanings, viewpoints, values and beliefs; intertextuality.</p>

2	Media language Representation Media Industries Contexts (Section A)	<p>Analysis of representation of events and national identity through selection, combination and mediation; the ways in which the newspaper constructs versions of reality, communicates values, attitudes and beliefs; impact of industry context (especially political leaning) on the representations. Apply representation theory (Hall).</p> <p>Exam focus: practice analytical tasks for Component 1 Section A exam (including unseen analysis).</p> <p>Industry - <i>The Daily Mirror</i>. (Refer to one complete edition here)</p> <p>Nature of production, distribution, circulation; ownership & funding (Trinity Mirror group); impact of technological changes, convergence; regulatory framework.</p>
3	Media Industries Audiences (Section B)	<p>Study the website and social media in relation to the print edition (reinforcing 'brand identity', values and beliefs?), what additional content is offered, how are audiences encouraged to interact etc.?</p> <p>Consider/apply theory: Power and media industries (Curran and Seaton)</p> <p>Audience and <i>The Daily Mirror</i> (Refer to the same complete edition here)</p> <p>Target audience/reader, categorisation, circulation and readership figures; the relationship between technologies and patterns of consumption; interactive audience – student research tasks.</p> <p>Audience interpretations and responses – including actual responses to a particular edition or issue, relate to social/cultural context.</p> <p>Exam focus on section B industry and audience questions – practice tasks/test.</p>

Component 1 Section B: Film (2 weeks)		
Weeks	Areas of framework	Content
1	Industries (Section B)	<p>Introduction to the Film industry – the production, distribution and circulation of Film products; institutionalised and specialised. Brief background to Hollywood film industry.</p> <p>Brief contextualisation of <i>Straight Outta Compton</i> – American music biopic about NWA, hip-hop band, set in the 1980s.</p> <p>Study of the marketing campaign: e.g. poster(s), trailer(s), film extracts including opening credits, online marketing to identify key elements of industry context; followed by tasks for learners to research these elements of industry in more detail.</p>
2	Media Industries Contexts Exam Focus	<p>Industries – significance of ownership/economic context - co-production (Universal – vertically integrated Hollywood studio, co-produced by members of NWA), significance of key personnel/'stars', music tie-in, regulatory issues (theatrical release was rated as a 15 certificate, video release was 18) etc.</p> <p>More detailed study of the marketing campaign: use of digitally convergent platforms, maintaining audiences, global reach etc.</p> <p>Consider/apply power and media industries theory (Curran and Seaton).</p> <p>Possible practical tasks e.g. planning or designing a draft film poster or DVD cover, training on DTP software – if offering the film marketing brief for Component 3.</p> <p>Exam focus – practice Section B industry question.</p>