**Name:**

**OCR Media Studies GCSE**

**Paper 1**

Section A: Television

5 Questions

Cuffs & Avengers

Section B: Promoting Media

4 Questions

The Lego Movie & videogame

**Paper 2**

Section A: Music

5 Questions

MOJO, music videos & Live Lounge

Section B: News

5 Questions

The Observer print & online

The Theoretical Framework

|  |  |
| --- | --- |
| **Language** = ways in which media text communicate meanings  **Mise-en-Scene** - lighting, setting & location, costume & make-up, facial expression & body language and positioning of characters in the frame (proxemics).  **Camerawork** - camera shots *(close-up, establishing, mid, long, extreme close-up, over the shoulder, high angle, low angle etc.)* & camera movement (*zoom, pan, tilt, crane, arc, handheld, dolly etc.)*  **Sound** - analysis of diegetic & non-diegetic sound including *soundtrack, music, sound effects, dialogue, voiceover, sound editing, volume and pace of sound.*  **Editing** = includes types of cut *(straight cut, cutaway, cross cutting, cutting on action etc.)* transitions *(fade through black, dissolve, iris, wipe, invisible cut etc.)*, pace and shot length. | **Industry** = the media companies & business  **Production** = the making of the media text  **Distribution** = stage when a product is made available to audiences (includes promotion)  **Circulation** = how many people consume the media text  **Marketing** = advertising and promoting to the target audience  **Regulation** = control of an industry by an authority that checks rules  **Globalisation** = to operate on a global scale  **Conglomerate** = large organisation that owns a number of different companies  **Convergence** = the coming together of media technologies  **Diversification** = to operate in different media industries |
| **Audience** = who an audience is and how they respond to media texts  **Target audiences** = who the industry is aiming the media text at  **Audience demographics** = age, gender, social status, economic wealth etc.  **Audience theory** = Uses & Gratifications theory - Surveillance, Personal Identity, Social Relationships & Entertainment.  **Polysemic meaning** = how a text can be interpreted and understood in different ways  **Active audiences** = audiences involving themselves in the production of a text usually through social media  **Passive audience** = audiences who don’t engage with a text and passively accept messages | **Representation** = how the media portray events, issues, individuals and social groups.  **Events** e.g. news events, cultural celebrations  **Issues** e.g. feminism, ownership, regulation  **Individuals** e.g. gender, celebrity, music artists  **Social groups** e.g. teenagers, women, the police  **Stereotypes** = repeated (often negative) depictions of people/social groups  **Mis-representation =** When a group of people are represented inaccurately  **Heteronormative** = representation of straight relationships as ‘the norm’  **Multiculturalism** = representations of mixed ethnicity  **Under-representation** = When a group of people are not represented enough or at all |

Paper 1. Section A: Television

5 Questions. Cuffs & Avengers

Questions 1 - 3 are based on a clip of **Avengers or Cuffs** that you are shown in the exam. You will watch the 3 minute clip four times over 30 minutes. You will have time in between viewings to write notes and prepare your responses.

**Question 1 (5 marks)**

Focused on **one** element of media language: soundtrack, editing, mise-en-scene or camerawork.



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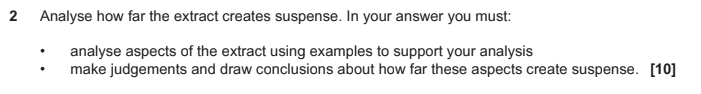
**Preparation: Watch 3 min clips of The Avengers & practice identifying two examples of each element of media language. Be able to EXPLAIN what meaning is created for the audience.**

|  |  |
| --- | --- |
| **Camerawork**  **1.**  **2.** | **Editing**  **1.**  **2.** |
| **Soundtrack**  **1.**  **2.** | **Mise-en-scene**  **1.**  **2.** |

|  |  |
| --- | --- |
| **Camerawork**  **1.**  **2.** | **Editing**  **1.**  **2.** |
| **Soundtrack**  **1.**  **2.** | **Mise-en-scene**  **1.**  **2.** |

**Question 2 (10 mark)**

An analysis of the unseen clip asking for an evaluation and opinion. The question will state ‘Analyse how far the extract depicts …..’ You can use all four aspects of media language to answer this question. Give specific examples from the clip to support your view. You must make a clear judgement about ‘how far’.



**Preparation: Watch a Cuffs or Avengers clips & consider how aspects of media language work together to create a certain mood or theme.**

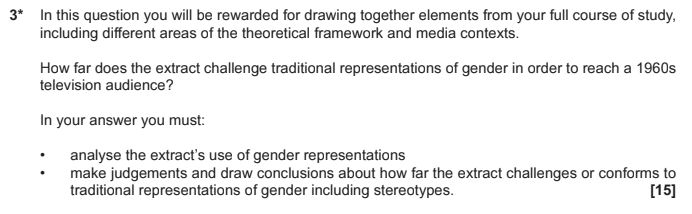
**This could be: humour, suspense, excitement, a close relationship, heroes and villains. Spies, the patriarchy etc.**

|  |  |  |
| --- | --- | --- |
| **Mood created in the clip & specific reference to text** | **Media language examples** | **Personal judgement - does it create this mood effectively?** |
|  | **C**  **E**  **S**  **M** |  |
|  | **C**  **E**  **S**  **M** |  |
|  | **C**  **E**  **S**  **M** |  |

**Question 3 (15 mark)**

You must analyse the clip & make a clear judgement. In this question it states ‘full course of study’ this means you should mention something about each key concept (LIAR). language, Industry, audience, representation).

You should include analysis of how the extract reflects ‘media contexts’ this means how it reflects the real world & time that the show was based. E.g Avengers reflects changing feminism, the cold war, post WW2 etc.



**Preparation: Visit the 3 min clips again & develop your longer response style.**

|  |  |  |
| --- | --- | --- |
|  | **Clip 1** | **Clip 2** |
| Language |  |  |
| Industry |  |  |
| Audience |  |  |
| Representation |  |  |
| Media Contexts |  |  |
| Judgement & Conclusion |  |  |

**Question 4 (5 marks)**

This question is a knowledge based question about any area of the theoretical framework (LIAR language, Industry, audience, representation).



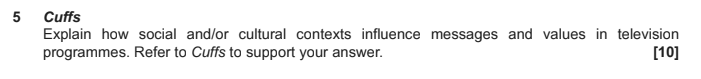


**Preparation**: The exam guidance suggests that this question might be about representations. Please prepare for a range of potential questions across all aspects of the theoretical framework.

|  |  |  |
| --- | --- | --- |
|  | Point | Explanation/Example |
| Two ways audiences can watch TV after its initial broadcast | 1 |  |
| 2 |  |
| Two ways television programmes are funded | 1 |  |
| 2 |  |
| Two ways television is regulated | 1 |  |
| 2 |  |
| The difference between commercial & PSB TV | 1 |  |
| 2 |  |
| Two ways the BBC spend their licence fee | 1 |  |
| 2 |  |
| Two ways that the police are represented on British TV | 1 |  |
| 2 |  |
| Two ways that the uses and gratifications theory applies to television. | 1 |  |
| 2 |  |

**Question 5 (10 marks)**

This question is based on context. You could be asked about Cuffs from 2015 or The Avengers 1964.



**Preparation**: Be prepared with specific examples from Episode 1 ‘Luck of the Draw’ that cover a range of potential media contexts.

|  |  |
| --- | --- |
| Context | Example(s) from Cuffs - characters/storylines/representations |
| Gender roles |  |
| Attitude to sexualities |  |
| Multiculturalism |  |
| Changing attitude to age |  |
| Police & criminals |  |

|  |  |
| --- | --- |
| Context | Examples from The Avengers |
| The Cold War and Fear of Russian Spies |  |
| Patriarchy |  |
| Feminism |  |
| Equality and diversity |  |
| Class |  |

Paper 1. Section B: Promoting Media

4 Questions. The Lego Movie & videogame.

**Question 6 (1 mark)**

This question tests your knowledge of the film & video game industry and the companies involved in The Lego Movie & videogame.





**Preparation**: write a short definition of each of the following terms/companies. What is their involvement in the Lego Movie franchise?

|  |  |
| --- | --- |
| promotion |  |
| franchise |  |
| distribution |  |
| conglomerate |  |
| tent-pole production |  |
| synergy |  |
| vertical integration |  |
| platform |  |
| feminism |  |
| stereotype |  |
| Warner Bros |  |
| TT Fusion |  |
| WB Games |  |
| BBFC |  |
| PEGI |  |
| VSC |  |
| ASA |  |
| DC Comics |  |

**Question 7 (4 marks)**

This question tests your knowledge of the film & video game industry. **You must explain using examples from The Lego Movie franchise** naming the companies involved and industry terminology.



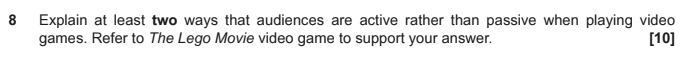


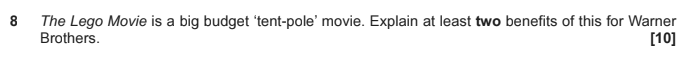
**Preparation**: Explain each of the following. Give examples from The Lego Movie franchise.

|  |  |  |
| --- | --- | --- |
|  | Explanation | Example |
| Two ways of marketing a film | 1 |  |
| 2 |  |
| Two advantages of being a media conglomerate | 1 |  |
| 2 |  |
| Two ways tent-pole productions are beneficial for a company | 1 |  |
| 2 |  |
| Two benefits of releasing a videogame linked to a film | 1 |  |
| 2 |  |
| Two benefits of vertical integration | 1 |  |
| 2 |  |
| Two benefits of horizontal integration | 1 |  |
| 2 |  |
| Two ways media texts are regulated in the UK | 1 |  |
| 2 |  |

**Question 8 (10 marks)**

This question tests your ability to explain about industry, audience or both.





**Preparation**: Make notes about each of the following industry & audience ideas giving specific examples from The Lego Movie & Lego Movie videogame

|  |  |  |
| --- | --- | --- |
|  | Example from The Lego Movie | E.g. Lego Movie Videogame |
| Active audiences |  |  |
| Passive audiences |  |  |
| Surveillance (U&G)  (Education) |  |  |
| Entertainment (U&G)  (Escapism) |  |  |
| Personal Identity (U&G) |  |  |
| Personal Relationships (U&G) |  |  |
| How the promotion targeted a family audience |  |  |
| How different audiences are targeted by promotion |  |  |
| Benefits of a tent-pole production for WB & audiences |  |  |
| Explain how regulation can shape promotional texts |  |  |

**Question 9 (10 marks)**

This question will test your ability to analyse the promotional material for The Lego Movie. This could be the ensemble poster, the character posters, the trailer or the Dancing on Ice advertisement slot.

Example:

9. Refer to the Lego Movie trailer. Analyse how genre conventions and media language are used successfully. **[10]**

**Preparation**: Complete the following analysis notes about media language use in the trailer

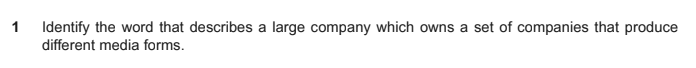
|  |  |
| --- | --- |
|  | Two examples from The Lego Movie trailer & audience effect |
| Camerawork  *camera shot & movement* | 1  2 |
| Editing  *cuts & pace* | 1  2 |
| Mise-en-scene  *setting/facial expression/costume* | 1  2 |
| Soundtrack  *dialogue/voiceover/ soundtrack* | 1  2 |
| Genre conventions  *intertitles/ content/ action-adventure* | 1  2 |
| Narrative  *quest/Todorov disequilibrium/*  *Propp roles* | 1  2 |

Paper 2. Section A: Music

5 questions. Live Lounge, music video & MOJO.

**Question 1 (1 mark)**

This question tests your knowledge of the music industry including regulation & ownership.





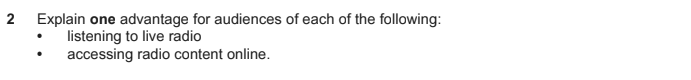
**Preparation**: write a short definition of each of the following. What is their link to the music set texts?

|  |  |
| --- | --- |
| MOJO magazine |  |
| Bauer media |  |
| BBC |  |
| IPSO |  |
| Diversification |  |
| Conglomerate |  |
| Radio 1 |  |
| PSB |  |
| Royal Charter |  |
| Ofcom |  |
| Niche market |  |
| Mass audience |  |
| Diversity |  |
| Distinctive |  |
| Convergence |  |
| Genre conventions |  |
| Globalisation |  |
| Product Placement |  |
| Multiculturalism |  |
| Celebrity culture |  |
| Mode of address |  |

**Question 2 (4 marks)**

This 4 mark explanation question will either be about BBC Radio 1’s Live Lounge or your set pair of music videos (Somebody to You, Black Magic). It is likely to test audience or industry knowledge. You must include **specific examples from the set text** to support your ideas.



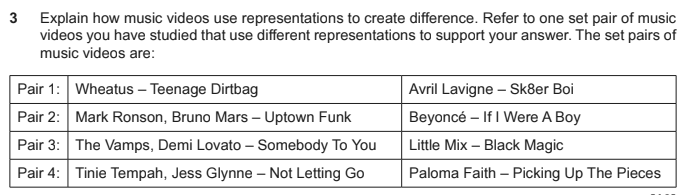


**Preparation**: Practice writing about Live Lounge & audience.

|  |  |  |
| --- | --- | --- |
|  | Explanation | Example |
| Two ways Live Lounge meets the BBC’s PSB requirements Royal Charter)  *reflect UK diversity/ innovative/ distinctive/ promote UK talent* | 1 |  |
| 2 |  |
| One advantage of   * Live radio * Online radio content   *analogue/ digital/ web/ BBC*  *Sounds/ Youtube/ Socials* | 1 |  |
| 2 |  |
| Two ways radio shows are promoted to an audience  *analogue/ digital/ web/ BBC*  *Sounds/ Youtube/ Socials* | 1 |  |
| 2 |  |
| Two ways audiences can actively engage with radio shows | 1 |  |
| 2 |  |
| Two ways that LIve Lounge demonstrates convergence | 1 |  |
| 2 |  |
| Two ways Live Lounge appeals to the target audience of 15-29 year olds. | 1 |  |
| 2 |  |
| Two ways Live Lounge reflects audience diversity | 1 |  |
| 2 |  |

**Question 3 (10 marks)**

This extended question will be about music video or Live Lounge. You will have to give specific examples from the set text. It is likely to be about audience or representations.





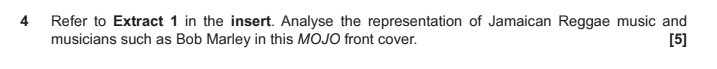
**Preparation**: Practice in relation to Music Videos. Complete the following table with explanations & examples.

|  |  |  |
| --- | --- | --- |
| Area of representation | Somebody to You | Black Magic |
| Relationships |  |  |
| Masculinity |  |  |
| Femininity |  |  |
| Youth/Age |  |  |
| Stereotypes |  |  |
| Place/Country/The City |  |  |
| Ethnicity |  |  |
| Celebrity |  |  |

**Question 4 (5 marks)**

Unseen front cover from MOJO magazine provided in the exam focused on language or representation.





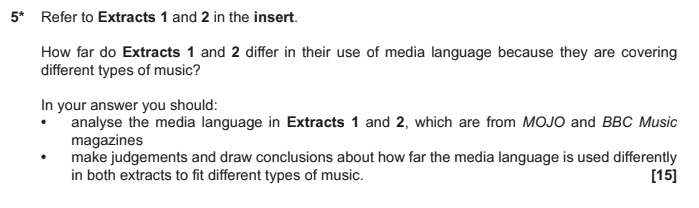
**Preparation**: Complete analysis of the MOJO front covers focusing on language & representations

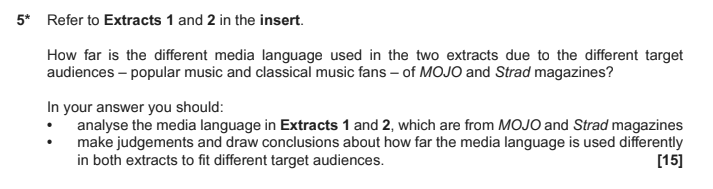
|  |  |
| --- | --- |
|  | Magazine conventions |
| Text/Font |
| Image |
| Representation of classic rock |
| Representation of musicians |
| Representation of gender |

|  |  |
| --- | --- |
|  | Magazine conventions |
| Text/Font |
| Image |
| Representation of classic rock |
| Representation of musicians |
| Representation of gender |

**Question 5 (15 marks)**

This is an extended question focused on media language. You will be asked to compare Extract 1 (MOJO magazine) and another front cover from a different music magazine. You should be able to analyse both extracts using terminology as well as give a clear judgement about the question.





**Preparation**: Compare and contrast the two covers overleaf across language & representation. Use magazine codes & conventions to assist you.



Sell lines

Insert image

Slogan

Masthead

Puff

Main image

Direct mode of address

Anchorage

Call Out

Coverlines

Buzzwords

|  |  |
| --- | --- |
|  |  |
| Magazine conventions |  |
| Text/Image/Colour |  |
| Representation of music genre |  |
| Representation of music stars |  |
| Representation of gender |  |
|  |  |
| Judgement & Conclusion - are they more similar or more different? | |

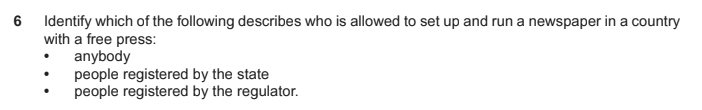
Paper 2. Section B: News

5 questions. The Observer 1960s & contemporary print & online.

**Question 6 (1 mark)**

This question tests your understanding of the newspaper industry.



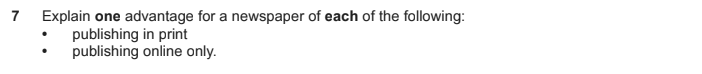


**Preparation**: Write a definition of each of the following. What is their link to The Observer?

|  |  |
| --- | --- |
| Press freedom |  |
| IPSO |  |
| IMPRESS |  |
| Guardian Media Group |  |
| The Scott Trust |  |
| Broadsheet |  |
| Tabloid |  |
| Hybrid |  |
| Paywall |  |
| Conglomerate |  |
| Impartial |  |
| Right wing |  |
| Left wing |  |
| Clickbait |  |
| Hard/soft news |  |
| Asymmetrical layout |  |
| Intertextuality |  |
| Serif/sans serif |  |
| Skybox |  |
| Ideologies |  |

**Question 7 (4 marks)**

This further tests your understanding of the newspaper industry. You should include real examples from The Observer & other news industry knowledge to support your answer.

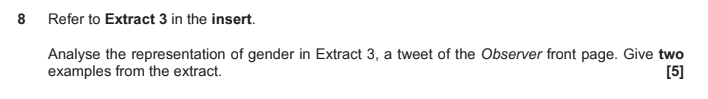


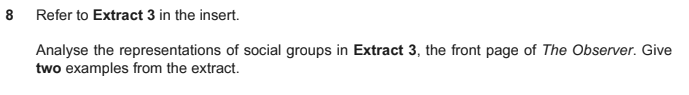
**Preparation**: revise print editions, online news such as social media and websites.

|  |  |  |
| --- | --- | --- |
|  | Explanation | Examples |
| Explain two ways the print newspaper industry have diversified online | 1 | Online |
| 2 | Social Media |
| One advantage for a newspaper to   * Have an online edition * Use social media | 1 | Online |
| 2 | Social Media |
| Explain why a newspaper would shut down its print edition and be online only | 1 | Online |
| 2 | Social Media |
| Explain two ways online newspapers are funded | 1 | Online |
| 2 | Social Media |
| Explain how the Observer incorporates hard and soft news | 1 | Online |
| 2 | Social Media |

**Question 8 (5 marks)**

This question will ask you to analyse the unseen extract in your exam insert. The analysis could be any key concept and will want you to use examples from the extract & media terminology.



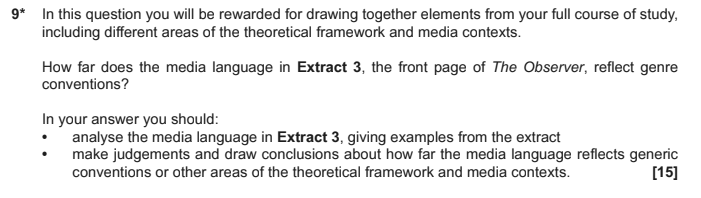


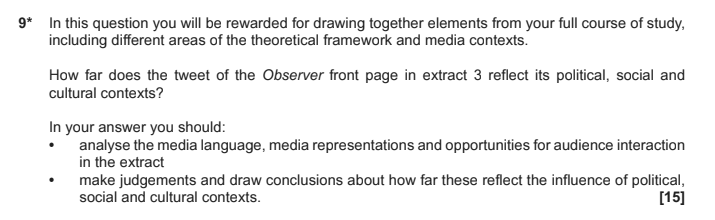
**Preparation**: The exam could include an extract such as a front cover or The Observer, a screenshot of the website or their social media channels.

|  |  |
| --- | --- |
|  | Genre conventions |
| Image/Colour/Layout |
| Content/stories/topics |
| Representation of women |
| Representation of politicians |
| Representation of lifestyle |
| Values & ideologies of The Observer reflected through the front cover stories | |

**Question 9 (15 marks)**

You must analyse the extract & make a clear judgement. In this question it states ‘full course of study’ this means you should mention something about each key concept (LIAR).

You should also include analysis of how the extract reflects ‘media contexts’ this means how it reflects the real world and time that the newspaper was written. 



**Preparation**: again, we don’t know what the extract will be, but you must draw on your knowledge from the whole topic, using the extract to support your answer.

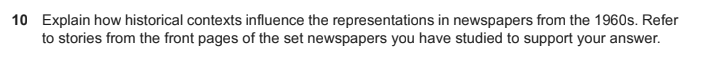
Consider how this front cover reflects contemporary ‘media contexts’.

|  |  |
| --- | --- |
|  | Gender roles |
| Multiculturalism |
| Lifestyles |
| Democracy/Liberal viewpoint |
| Consumerism |
| Celebrity culture |

**Question 10 (10 marks)**

This question wants you to explore media contexts in more detail. It could be based on historical contexts as below but could also be about contemporary news - or both.





**Preparation**: This question is similar to question 5 of paper 1 in the TV Crime Drama unit. Relating contexts to what is seen in newspapers. Complete the following table with headlines and stories from across the three set historical covers.

|  |  |
| --- | --- |
| Context | Example story / Headline(s) |
| Gender equality |  |
| Patriarchy |  |
| Political change |  |
| Political divisions |  |
| The Cold War |  |
| Rise of student protest |  |
| Union strikes |  |
| Anti-racist movements |  |
| Multiculturalism |  |
| Patriotic society/Royalist |  |

End of questions.

Checklist for revision & preparation

|  |  |
| --- | --- |
| Paper 1 Section A: Television | |
| Revise camerawork terminology |  |
| Revise editing terminology |  |
| Revise mise-en-scene terminology |  |
| Revise soundtrack terminology |  |
| Prepare for Question 1 = media language in Avengers |  |
| Prepare for Question 2 = media language & judgement |  |
| Revise examples for Avengers LIAR |  |
| Prepare for Question 3 = Avengers & judgement |  |
| Prepare for Question 4 = Television industry & audience |  |
| Revise context examples from Cuffs ‘The Luck of the Draw’ |  |
| Prepare for Question 5 = media contexts in Cuffs |  |



|  |  |
| --- | --- |
| Paper 1 Section B: Promoting Media | |
| Revise film & videogame industry terminology & companies |  |
| Prepare for Question 6 = one mark industry terminology |  |
| Revise content examples from The Lego Movie franchise |  |
| Prepare for Question 7 = industry knowledge & examples |  |
| Prepare for Question 8 = industry & audience knowledge & examples |  |
| Rewatch The Lego Movie trailer & revise media language terminology |  |
| Prepare for Question 9 = media language in the trailer |  |



|  |  |
| --- | --- |
| Paper 2 Section A: Music | |
| Revise music industry terminology & companies |  |
| Prepare for Question 1 = one mark music industry |  |
| Revise content examples from Radio 1’s Live Lounge |  |
| Prepare for Question 2 = Radio 1’s Live Lounge & audience |  |
| Revise representation examples from both music videos |  |
| Prepare for Question 3 = music videos & representations |  |
| Revise magazine genre conventions |  |
| Prepare for Question 4 = MOJO magazine language & representations |  |
| Prepare for Question 5 = Magazine comparison |  |



|  |  |
| --- | --- |
| Paper 2 Section B: News | |
| Revise news industry terminology & companies |  |
| Prepare for Question 6 = one mark news industry |  |
| Revise content examples from online & social media Observer |  |
| Prepare for Question 7 = The Observer online & social media industries |  |
| Revise genre conventions of newspapers |  |
| Prepare for Question 8 = newspaper language & representations |  |
| Revise content for The Observer |  |
| Prepare for Question 9 = Newspapers & media contexts |  |
| Revise historical context examples from the 1960s Observer |  |
| Prepare for Question 10 = Historical contexts |  |